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ABSTRACT

This 431-citation annotated bibliography, which is part of a series, contains research studies, journal articles, brochures, program and project descriptions, presentations and speeches, monographs, books, and other documents (most written after 1978) on topics concerned with school-to-work transition and evaluation of disabled youth. Areas covered include: attitudes toward employment of the disabled; career guidance; community integration; competitive employment; federal legislation; independent living; interagency cooperation; job placement; model programs; program evaluation; rehabilitation counseling; transition models; vocational education and evaluation; and vocational rehabilitation and training. Each citation includes the author, date written, title, journal, and publisher; subjects; and an abstract. Author, subject, and title indexes are included. Another index lists all of the products from specific projects, such as the Handicapped Children's Model Programs: Youth Employment Projects and there is also a list of projects funded by the Office of Special Education and Rehabilitation Services. (CB)

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ED279115

Annotated Bibliography on Transition from School to Work

Volume 1

TRANSITION
INSTITUTE
AT ILLINOIS

EC191736

The following principles guide our research related to the education and employment of youth and adults with specialized education, training, employment, and adjustment needs.

- Individuals have a basic right to be educated and to work in the environment that least restricts their right to learn and interact with other students and persons who are not handicapped.
- Individuals with varied abilities, social backgrounds, aptitudes, and learning styles must have equal access and opportunity to engage in education and work, and life-long learning.
- Educational experiences must be planned, delivered, and evaluated based upon the unique abilities, social backgrounds, and learning styles of the individual.
- Agencies, organizations, and individuals from a broad array of disciplines and professional fields must effectively and systematically coordinate their efforts to meet individual education and employment needs.
- Individuals grow and mature throughout their lives requiring varying levels and types of educational and employment support.
- The capability of an individual to obtain and hold meaningful and productive employment is important to the individual's quality of life.
- Parents, advocates, and friends form a vitally important social network that is an instrumental aspect of education, transition to employment, and continuing employment.

The Secondary Transition Intervention Effectiveness Institute is funded through the Office of Special Education Programs, Office of Special Education and Rehabilitative Services, U.S. Department of Education (contract number 300-85-0160).

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Annotated Bibliography on Transition from School to Work

Volume 1

Lynda Nash Leach

and

Adrienne Seccia Harmon

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PREFACE

The transition from school to working life for all individuals with disabilities has become a national priority set by the Office of Special Education and Rehabilitative Services (OSERS). In response to this initiative one of the objectives of the Secondary Transition Intervention Effectiveness Institute is to review annually and synthesize literature pertaining to evaluation methodology, the efficacy of secondary and transitional services and related topics. This compilation seeks to represent a broad range of topics concerned with transition and evaluation.

The strategy for gathering information and material has been varied and has included computer searches, manual searches of print material and indices, solicitation of material from OSERS funded projects, agencies and associations, and contact with researchers in the field. Volume I by no means intends to be comprehensive in scope, but rather representative of many aspects of transition.

The organization of this annotated bibliography is such that each document has been assigned an entry number which is linked to the author, title, and subject indices. Each document has also been assigned a set of subjects and an abstract. It is intended that each document citation contain enough bibliographic information to facilitate the finding of the item through local library services. A Guide to Entries & Indices has been included to help identify key document elements. The Project Products Listing allows the user, at a glance, to view material received from particular projects by competition number. Documents which have been contributed by OSERS projects are identified by their competition number and by a number at the end of the citation which corresponds to the OSERS Project File Listing. This will facilitate direct contact with the project.

It is hoped that this bibliography will assist those professionals in the field in locating a wide variety of material on particular topics germane to transition and evaluation. Another aim is to facilitate communication and information sharing among those who are involved in similar types of activities.

We are especially grateful to the contributing OSERS projects for their willingness to share with us all their documents and materials in our bibliography. We look forward to continued generosity from all projects. We also wish to thank the ERIC Clearinghouse and those publishers which gave us permission to use their abstracts in this publication.

Lynda Nash Leach
Adrienne Seccia Harmon

GUIDE TO ENTRIES

Entry Number	32.
Author	Moon, Sherrill; Goodall, Patricia; Barcus, Michael; & Brooke, Valerie (Eds.) (1985).
Date	
Title/journal/publisher	The supported work model of competitive employment for citizens with severe handicaps: A guide for job trainers. Richmond, VA: Rehabilitation Research and Training Center, School of Education, Virginia Commonwealth University.
See Note below for detail	(Comp. No. 84.158A - OSERS File No. 32)
Subjects	supported employment / job coach / vocational evaluation / job placement / follow-up studies / Virginia / transition models
Annotation	This manual has been developed for persons who are directly involved in the placement and training of citizens with mental retardation into community-based competitive jobs. The process which is described and the corresponding forms which are included are based on the work in this area done over the past six years at Virginia Commonwealth University through Project Employability and now the Rehabilitation Research and Training Center....

NOTE: See Appendices for other material received by OSERS Competition Numbers and OSERS File Number Listing for contacting project.

GUIDE TO INDICES

Author/Subject/Title	Absenteeism - 245 Accommodation - 19, 124, 256
Entry Number	269, 270, 282, 305, 368, 390 Adaptability skills - 300 Adjustment to disability - 317

ANNOTATED BIBLIOGRAPHY ON TRANSITION

1.
Halpern, Andrew S. (1985).

Transition: A look at the foundations. Exceptional Children, 51(6), 479-486.

transition models / OSERS / special education / secondary education

This essay critically examines the model of transition that has been proposed by the Office of Special Education and Rehabilitative Services. A summary of a recent study of secondary special education is also presented, focusing upon needed areas of improvement. Recommendations are offered for modifying the basic model of transition and for improving high school programs as a foundation for transition.

2.
Hasazi, Susan Brody; Gordon, Lawrence R.; & Roe, Cheryl Ann (1985).

Factors associated with the employment status of handicapped youth exiting high school from 1979-1983. Exceptional Children, 51(6), 455-469.

follow-up studies / employment / Vermont

Factors associated with the employment status of handicapped youth were investigated in a sample of 462 youths from nine Vermont school districts. All students from these districts who exited high school between 1979 and 1983, and who had been receiving special education services, were identified. Interviews were conducted with 301 youths to solicit current employment status, employment and training history, and use of social services. Additional information regarding educational history, age, and community demographics was obtained through individual student records. Employment outcomes were related to secondary vocational and training experiences, controlling for geographic location, gender, and level of functioning. Results indicated that over half the sample were employed; that most of the youths found jobs through the "self-family-friend network"; that part-time or summer work during high school were predictors of percentage of time employed since high school and current wages. These findings were discussed in terms of their implications for researchers, service providers, and policy makers.

3.
Kapes, Jerome T.; & Parrish, Linda H. (1983).

Career guidance and assessment tools for handicapped persons. New Directions for Testing and Measurement, 20, 47-61.

vocational evaluation / job placement / vocational training

This article presents a discussion of the effective use of career guidance and assessment tools (vocational evaluation) to enhance job training and placement of handicapped clients.

4.
Rusch, Frank R.; & Mithaug, Dennis E. (1980).

Vocational training for mentally retarded adults: A behavior analytic approach. Champaign, IL: Research Press.

transition / vocational training / employment / job placement / follow-up studies

Rusch and Mithaug's book addresses the problems associated with training and placing mentally retarded persons who fail to advance through the existing hierarchy of vocational training opportunities. This book takes into account the problems of stagnation within the hierarchy of habilitation services by focusing upon the questions of what vocational skills and behaviors should be trained, how one goes about training them, and how training outcomes can be translated into advanced vocational placement. This book is appropriate reading for all personnel involved with the vocational habilitation of mentally retarded adults and those persons interested in such work.

5.
Bellamy, G. Thomas (1985).

Transition progress: Comments on Hasazi, Gordon, and Roe. Exceptional Children, 51(6), 474-477.

follow-up studies / employment / transition / Vermont

Deficits in information about former special education students obstruct efforts to improve the transition from school to work and adult life. The study by Hasazi, Gordon and Roe (1985) represents an important contribution to the needed knowledge base. They report the postschool employment status of, and use of adult services by, 462 persons who left special education in nine Vermont districts between 1979 and 1983. Information was collected by reviewing the agency records for all school leavers and, for a subset, interviewing either the individual or a knowledgeable informant.

Their data suggest several hypotheses about the nature of the transition problem and the likely success of various strategies for improvement. Bellamy outlines a few of the issues and research needs that he found most interesting.

6.
Wehman, Paul; Kregel, John; & Barcus, J. Michael (1985).

From school to work: A vocational transition model for handicapped students. Exceptional Children, 52(1), 25-37.

secondary education / employment outcomes / transition models

The purpose of this paper is to present a three-stage vocational transition model for handicapped youth as they move into adulthood. The model is characterized by the need for secondary programs which reflect a functional curriculum, integrated services, and community-based instruction. The transition process should be initiated well before graduation, would involve parents and adult service representatives, and should be formalized. Postsecondary vocational alternatives should reflect paid employment outcomes and there should be a diversity of options available for mildly, moderately, and severely handicapped youth. Finally, greater follow-up of handicapped students into adulthood by school systems is mandatory in order to assess how effective existing programs are in reducing the extraordinarily high unemployment rate of disabled persons in this country today.

7.
Fardig, Diane Budd; Algozzine, Robert F.; Schwartz, Stuart E.; Hensel, James W.; & Westling, David L. (1985).

Postsecondary vocational adjustment of rural, mildly handicapped students. Exceptional Children, 52(2), 115-121.

follow-up studies / rural areas / job placement / vocational training

Few studies have focused on the postsecondary adjustment of mildly handicapped students living in rural areas. This article examines a study of the background of 113 formerly-labeled mildly handicapped students to determine what educational variables were predictive of their current occupational status. Data were collected on the demographic and academic backgrounds of the students as well as on current and previous employment status. These variables were reviewed and statistical measures were used to describe and evaluate the relationship between the former students' employment status and their education and training. Analysis of the results indicated that former students were employed an average of 50 percent of the time after termination of their secondary education and that former special education students received little specific vocational training. Correlational analyses reflected a positive relationship between years of school completed and employment status. Additionally, a significant relationship between certain academic variables (e.g., mathematics level and reading level) and employment status was indicated. Results are discussed relative to implications for improved training of students served in classes for the mildly handicapped.

8.
Edgar, Eugene (1985).

How do special education students fare after they leave school? A response to Hasazi, Gordon, and Roe. Exceptional Children, 51(6), 470-473.

transition / follow-up studies / program evaluation

This article is a response to Hasazi, Gordon and Roe's (1985) study concerning the post-school service needs of handicapped students - the Vermont study. Edgar applauds their efforts, discusses more issues to be addressed such as place of residence, marital status, legal infractions, life satisfaction, etc., and raises questions about some of their methods and findings. The article emphasizes that other states need to follow Vermont's lead so that efforts can be evaluated, programs can be defined, and the effectiveness of the human services system can be monitored.

9.
Wehman, Paul; & Melia, Richard (1985).

The job coach: Function in transitional and supported employment. American Rehabilitation, 11(2), 4-7.

job coach / employment

As more vocational programs begin to serve people who have been traditionally excluded from employment services on the grounds that they were "not ready" or "too low functioning," job coaches should become more numerous. This article describes the roles of a job coach in employment programs for persons transitioning from workshops, adult activity centers, nonprofit placement programs, and schools.

10.
Corrie, Malcolm; & Zaklukiewicz, Stefan (1984).

Leaving special education: Issues for research. Scottish Educational Review, 16(1), 10-18.

transition / Scotland

Relatively little research so far has been undertaken in relation to the transition from special education. This article discusses some of the limitations of existing research in this area and makes a number of suggestions for the future. On the basis of recent reviews and in the light of changes in the context of special education, attention is drawn to the need for more research to be focused on provision, for an increase in the level of awareness of research issues, and for greater efforts to be directed towards improving the dissemination of research in this area. The article concludes by identifying a number of priority areas for research.

11.
American Rehabilitation (1985).

School to work transition: An interview with Sandra S. Parrino. American Rehabilitation, 11(3), 3-5.

transition

A rationale for school to work transition programs for handicapped youth is presented.

12.
Rochlin, Jay (1985).

The Job Accommodation Network: A tool for transition. American Rehabilitation, 11(3), 6-8.

Job Accommodation Network / job matching

This article explains the concept and development of the Job Accommodation Network (JAN), an online database which provides potential employers with information about accommodating disabled employees in the workplace - matching limitations with functional job duties. JAN is an important tool in transition, providing employers with similar situations and appropriate accommodations from other employers.

13.
Hasazi, Susan Brody (1985).

Facilitating transition from high school: Policies and practices. American Rehabilitation, 11(3), 9-11, 16.

secondary education / transition / employment / interagency cooperation

Implementation of the policies and practices discussed in this article will have impact on the roles and responsibilities of special and vocational educators, as well as rehabilitation and other human service professionals. The goals and organizational structure of secondary-level special education will also change. The technology for achieving these changes is available. What is currently needed is a commitment by policymakers, educators, and human service providers to combine resources, both human and financial, in ways that facilitate increased opportunities for vocational training and employment for people with handicaps.

14.
Wehman, Paul; Wood-Pietruski, Wendy; Everson, Jane; & Parent, Wendy (1985).

A supported employment approach to transition. American Rehabilitation, 11(3), 12-16.

supported employment / individual transition plans / special education / Virginia / vocational rehabilitation

The purpose of this paper has been to present the role of special education in promoting community-based vocational instruction, transition planning, and competitive employment. A major section outlines how to develop individual transition plans for handicapped youth who are soon to leave special education. Two case studies were presented of significantly mentally retarded persons who would typically be at high risk of not becoming employed because of the severity of their handicap. Each case study described how a supported work approach to competitive employment was used. This approach is based on seven years of work in Virginia using this model. It should also be noted that vocational rehabilitation played a major role in making these successful transitions occur through referral, case management, and purchase of service.

15.
Zittel, Gail (1985).

Work-Ability: A state transition program. American Rehabilitation, 11(3), 21-24.

transition models / California / Work-Ability Program

This article describes "Work-Ability" - a California, state-wide transition program, and provides practical advice regarding how to set up a similar program.

16.
Mithaug, Dennis E.; Horiuchi, Chiyo N.; & Fanning, Peter N. (1985).

A report on the Colorado statewide follow-up survey of special education students. Exceptional Children, 51(5), 397-404.

follow-up studies / Colorado / employment / special education

In April of 1982, the Colorado Department of Education authorized a follow-up survey of students completing special education services in 1978. A total of 234 graduates from programs in 26 administrative units responded. The results of the survey suggested that special education programs have been influential in preparing handicapped students for post-high-school adjustments in the community. Although most graduates were employed, their earnings were at minimal levels. Furthermore, most of the respondents lived at home with their parents, suggesting a pattern of financial instability and family dependence. Respondents indicated a need for more training in specific areas such as social participation and job search and selection. They also reported that special education teachers have been more helpful in finding jobs for them than their parents.

17.
Kallsen, Patricia G.; & Kidder, Susan B. (1985).

Vocational rehabilitation: Perspective on transition. American Rehabilitation, 11(3), 25-30.

vocational rehabilitation / transition / Wisconsin

Vocational rehabilitation has the knowledge, expertise, and organization to influence change in the system, even among agencies which are much larger and receive greater funding. In

Wisconsin, small demonstration projects in local communities have been funded as requested and developed by vocational rehabilitation field offices. The majority of these projects address transition programs for people with a variety of disabling conditions. It was discovered that a small amount of funding from the agency can raise significant staff and fiscal resources from special education and social service agencies at the community level to develop community options on behalf of transition.

18.
Sanders, G. Earl (1985).

Interaction between rehabilitation and education: The National Leadership Training Program experience. American Rehabilitation, 11(2), 8-12.

National Leadership Training Program / hearing impaired / vocational rehabilitation / interagency cooperation

The purpose of this essay is to briefly review the record of rehabilitation-education cooperation in the field of deafness, to explain the experience of the National Leadership Training Program in the Area of the Deaf (NLTP) as a cooperative rehabilitation-education effort, and to offer several suggestions for improving the working relationship between these two public agencies.

19.
Goddard, Graham G. (1985).

Employing the disabled. American Rehabilitation, 11(2), 13, 23.

Job Accommodation Network / muscular dystrophy / accommodation

This article describes an office situation accommodating an accountant with muscular dystrophy. The microcomputer, phone, and desk have all been designed by rehabilitation engineers. Mention is made of JAN (Job Accomodation Network).

20.
Irwin, Judy (1985).

Summer Work Experience Program. American Rehabilitation, 11(2), 26-28.

transition models / Oregon / interagency cooperation / Summer Work Experience Program

The Summer Work Experience Program in Oregon is a model transition program for preparing handicapped persons with work experience and skills. As a result of this program, many students are able to go on to find satisfying jobs or enter demanding academic programs. This describes the challenges of the vocational rehabilitation - special education relationship, obtaining funding, recruiting employers, and promoting independence.

21.
U. S. Department of Education, Office of Special Education and Rehabilitative Services, National Institute of Handicapped Research (1985).

Cooperative programs for transition from school to work. Washington D.C.: U. S. Government Printing Office.

transition models / interagency cooperation / special education / vocational rehabilitation / vocational education

This report represents a field study of nine programs and is organized into two sections. Section I is an analysis of the field study programs, which compares various program elements and contains a general discussion of findings and trends. Section II contains the field study reports on each program visited and detailed descriptions of model approaches to coordination between special education, vocational rehabilitation, and vocational education.

22.
Schmidt, Frank L. (1985, April).

From validity generalization to meta-analysis: The development and application of a new research integration procedure. Paper presented at the 69th Annual Meeting of the American Educational Research Association, Chicago, IL. (ERIC Document Reproduction Service No. ED 255 554)

meta-analysis / generalizability theory / effect size

This paper describes how work by the United States Office of Personnel Management on the generalizability of employment test validities led to the development of a widely applicable meta-analysis method. The method focuses strongly on estimating the true variance of study correlations and effect size. This validity generalization procedure has been applied to over 500 research literatures in employment selection--each one representing a predictor-job performance combination. This procedure goes beyond the Glass methods of meta-analysis in providing methods for correcting both variances and means of correlations or effect sizes for the distorting effects of the artifacts of sampling error, measurement error, and range restriction. These meta-analysis methods have been successfully applied to non-employment selection topics.

23.
Ludlow, Larry H. (1984, April).

Diagnostic techniques in research synthesis. Paper presented at the 68th Annual Meeting of the American Educational Research Association, New Orleans, LA. (ERIC Document Reproduction Service No. ED 243 937)

data analysis / effect size / meta-analysis / estimation (mathematics) / research methodology

One purpose for combining research studies is to estimate a population treatment effect. The internal validity of a model for how effect size estimates should be computed and combined will hinge upon the homogeneity of the effect size variation. Effect size variation may be assessed in the form of a summary fit statistic, and a direct consideration of the extent of individual effect variation from the population estimate. This paper presents some diagnostic techniques that facilitate the analysis of effect size variation. Bivariate plots of effect size residuals can aid in detecting sources of variation inconsistent with the model. Particularly, plotting the standardized residual of each study against the homogeneity of the sample if that study were removed is of interest for assessing the extent of heterogeneity contributed by individual studies. It is emphasized that the use of diagnostic techniques is useful for revealing why a lack of fit occurred, and is not advocated for the ad hoc purpose of finding a best-fitting subset of studies.

24.
Kulik, James A. (1984, April).

Uses and misuses of meta-analysis. Paper presented at the 68th Annual Meeting of the American Educational Research Association, New Orleans, LA. (ERIC Document Reproduction Service Nos. ED 247 270 & ED 248 618)

meta-analysis / educational trends / research methodology / statistical data

Several developments in the use of the new method of meta-analysis give cause for optimism. First, different meta-analysts are doing work in the same areas, leading to increased confidence in meta-analytic results. Second, meta-analysts are beginning to include raw data in their reports, which helps readers pinpoint the exact studies that lead to disagreements in conclusions. Third, reviewers are comparing results from unrelated meta-analyses, which can lead to a better understanding of the factors influencing the outcomes of educational research. Finally, some of the worst abuses that have taken place in meta-analysis appear to be in the past.

25.
Ellis, Thomas I. (1985).

Class size. Washington D.C.: National Institute of Education. (ERIC Document Reproduction Service No. ED 252 964)

class size / meta-analysis

After a brief introduction identifying current issues and trends in research on class size, this brochure reviews five recent studies bearing on the relationship of class size to educational effectiveness.

26.
Reynolds, Sharon; & Day, Jim (1984, August).

Monte Carlo studies of effect size estimates and their approximations in meta-analysis. Paper presented at the Annual Meeting of the American Psychological Association, Toronto, ON, Canada. (ERIC Document Reproduction Service No. ED 253 567)

meta-analysis / effect size / Monte Carlo methods / sampling

Monte Carlo studies explored the sampling characteristics of Cohen's d and three approximations to Cohen's d when used as average effect size measures in meta-analysis. Reviews of 10,100 and 500 studies (M) were simulated, with degrees of freedom (df) varied in seven steps from 8 to 58. In a two independent groups design, samples were obtained from populations whose mean differences represented a zero, small, medium, or large effect size. One thousand applications of studies within each of the 84 combinations of effect size, df, and M were conducted, and a mean and standard error were obtained for each combination of conditions. As expected, d was a positively biased estimator of effect size, overestimating by as much as 13 percent even with

Hedges' correction factor. The most unbiased estimator of effect size and the highest relative efficiency was obtained with the approximation to d computed from the obtained t and corrected according to Hedges. The approximations to d from the nonparametric statistic and the obtained conventional significance levels were not consistent estimators of effect size. These simulation results suggest that additional study of the behavior of effect size estimators should precede a more widespread application of meta-analysis.

27.
Bangert-Drowns, Robert L. (1984).

Developments in meta-analysis: A review of five methods. Ann Arbor, MI: Center for Research on Learning & Teaching, University of Michigan. (ERIC Document Reproduction Service No. ED 248 262)

meta-analysis / research methodology / estimation (mathematics)

Meta-analysis is quickly establishing itself as a useful tool of the social sciences. Perusal of representative journals confirms that meta-analysis has been applied in various ways to diverse literatures. It is imperative, therefore, that reviewers, publishers, consumers, and critics of these reviews be best informed about the method. It is especially important to clarify exactly what the term "meta-analysis" refers to. This article proposes a clarification in two ways. First, meta-analysis is compared to and distinguished from other methods of research integration that preceded it. Second, five different types of meta-analytic methods are distinguished by their purposes (for scientific criticism or for literature review) or by their methods (using combined probability, using tests of homogeneity, or using estimates of population variation).

28.
Levin, Henry M.; Glass, Gene V.; & Meister, Gail R. (1984).

Cost effectiveness of four educational interventions. Washington D.C.: National Institute of Education. (ERIC Document Reproduction Service No. ED 246 533)

meta-analysis / cost effectiveness / class size

This study employs meta-analysis and cost-effectiveness instruments to evaluate and compare cross-age tutoring, computer assistance, class size reductions, and instructional time increases for their utility in improving elementary school reading and math scores. Using intervention effect studies as replication models, researchers first estimate costs, then compute cost-effectiveness ratios. Among alternatives in the area of math achievement, for example, two tutoring interventions show the largest effects per $100 of cost per pupil, while increasing instructional time by one-half hour daily has the smallest effect per cost. Peer tutoring and computer assistance reveal almost equivalent cost-effectiveness ratios for reading. Conversely, increasing instructional time appears to be a poor choice for both. Such results should serve as guidelines-not absolutes-for considering alternative interventions. A bibliography and appendices conclude the report.

29.
National Advisory Council on Vocational Education (1983).

Position statement on vocational education for students with disabilities. Washington D.C.: National Advisory Council on Vocational Education. (ERIC Document Reproduction Service No. ED 233 167)

interagency cooperation / post-secondary education / employment / program development / special education / vocational education

State and local agencies must work to provide appropriately designed vocational education programs to vocational students in order to help them become self-sufficient in living and working. In view of the employment potential of disabled people and the legal and economic reasons for facilitating their access to employment-related programs, state and local agencies must continue to explore new mechanisms that will enable the vocational education enterprise to expand and improve its services to this target population. Especially needed at the federal level are efforts to provide technical assistance to the states in the form of help with the development and implementation of comprehensive cooperative agreements, dissemination of profiles of exemplary secondary and postsecondary vocational programs serving disabled students, as well as research projects to collect data on the actual numbers of disabled students in grades 9 through 12 and the kinds of vocational courses taken by these students. In addition, state and local agencies responsible for delivering vocational programs for disabled students must expand their efforts in the areas of professional preparation, commitment, linkages, and student recruitment.

30.
Smith-Davis, Judy (1983).

When handicapped children grow up. Washington D.C.: National Information Center for Handicapped Children and Youth. (ERIC Document Reproduction Service No. ED 239 441)

interagency cooperation / employment / transition / post-secondary education / secondary education / vocational education

This newsletter focuses on the transition from school to work for individuals with handicaps. The changing employment scene is examined as are the implications for the education of secondary students with handicaps. Among educational implications cited are the needs for curricula in occupational survival skills and for teamwork among school personnel. The importance of interagency collaboration is emphasized. Generally low levels of hiring handicapped workers are noted, but examples of innovative approaches to expanding employment and training opportunities through interagency linkages are pointed out. Implications of the Job Partnership Training Act are briefly reviewed. Opportunites in both higher education and the arts are explored as illustrations of ways in which the gap in services can be bridged at the community level.

31.
Bowe, Frank (n.d.).

Disabled adults in America: A statistical report. Washington D.C.: President's Commission on Employment of the Handicapped.

statistical data / employment / income

This statistical survey report uses findings from the 1980 census and from Current Population Survey studies (1981 and 1982) to describe the national scene of adults with disabilities and their status regarding income, employment, education, and residential characteristics. Vivid graphs represent disabled versus nondisabled adults (16-64) in various categories.

32.
Moon, Sherrill; Goodall, Patricia; Barcus, Michael; & Brooke, Valerie (Eds.) (1985).

The supported work model of competitive employment for citizens with severe handicaps: A guide for job trainers. Richmond, VA: Rehabilitation Research and Training Center, School of Education, Virginia Commonwealth University. (Comp. No. 84.158A - OSERS File No. 32) supported employment / job coach / vocational evaluation / job placement / follow-up studies / Virginia / transition models

This manual has been developed for persons who are directly involved in the placement and training of citizens with mental retardation into community-based competitive jobs. The process which is described and the corresponding forms which are included are based on the work in this area done over the past six years at Virginia Commonwealth University through Project Employability and now the Rehabilitation Research and Training Center. The manual is not meant to be an all inclusive source of information on the supported work model of training competitive employment to citizens who are mentally retarded. It is simply a procedural guide for professionals who wish to implement this job training approach. Readers are encouraged to refer to the resource guide in the back of this manual for other sources of information.

33.
Suen, Hoi K. (1984).

A Bayesian aggregate meta-analytic evaluation approach. Evaluation and the Health Professions, 7(4), 461-470.

meta-analysis / Bayesian inferential process / medical education programs

The Bayesian inferential process is modified to be used as an approach to an aggregate meta-analytic evaluation. Comparisons of the Bayesian approach with the traditional average effect size meta-analytic approach indicated that the Bayesian approach was more sensitive to differences between studies. The approaches to derive descriptive and inferential statistics were more consistent in the Bayesian approach. Because of its ability to account for all available information, the Bayesian approach was statistically more powerful. It is recommended that this approach be used for combining evaluation results when primary data are not available and when all evaluations involve comparisons of two independent samples.

34.
Hedges, Larry V. (1984).

Advances in statistical methods for meta-analysis. New Directions for Program Evaluation, 24, 25-42.

meta-analysis / effect size / research methodology

Meta-analysis makes use of statistical methods to describe the results of a number of research studies. Typically, the results of each study are summarized by an index of effect size. These indices can be then averaged to obtain an overall estimate of the magnitude of effects. Other statistical analyses can also be performed to study the variation of effect sizes across studies. Until recently, meta-analysis used such conventional statistical methods as multiple regression analysis and analysis of variance to analyze effect size data. Such use seemed at first to be an innocuous extension of statistical methods to a new situation. However, recent research has demonstrated that the use of such statistical procedures as analysis of variance and regression analysis cannot be justified for meta-analysis. New statistical procedures have been designed specifically for meta-analysis. These procedures exploit the properties of effect sizes to provide analyses that avoid the difficulties created for meta-analysis by conventional statistical procedures.

35.
Bryant, Fred B.; & Wortman, Paul M. (1984).

Methodological issues in the meta-analysis of quasi-experiments. New Directions for Program Evaluation, 24, 5-24.

meta-analysis / quasi-experiments

Special problems arise when meta-analysis is applied to quasi-experiments. Careful consideration of threats to each study's validity may help the meta-analyst to avoid these pitfalls.

36.
Sindelar, Paul T.; & Wilson, Richard J. (1984).

The potential effects of meta-analysis on special education practice. Journal of Special Education, 18(1), 81-92.

meta-analysis / special education

A recent development is the use of meta-analysis to integrate research in the special education literature. The usefulness of research integration, in general, is limited by the field's weak empirical orientation and by the skewed distribution of published findings. Nonetheless, the authors regard meta-analysis as an improvement over traditional methods of research integration. Advantages are increased objectivity, freedom from arbitrary levels of statistical significance, and potential to relate an array of independent variables to effect size. Disadvantages include questionable reliability of ratings, nonequivalence of effect sizes, and limited range of effect sizes. The authors believe that most of the problems can be rectified and advocate the cautious application of meta-analysis. However, they question the impact it can have on a largely nonempirically oriented field.

37.
Guskin, Samuel L. (1984).

Problems and promises of meta-analysis in special education. Journal of Special Education, 18(1), 73-80.

meta-analysis / special education

The paper discusses problems resulting from the substitution of meta-analysis for qualitative reviewing of special education research, employing Cooper's (1982) framework for assessing integrative research reviews and using illustrations from research on class placement and mainstreaming. The pressure to maximize the number of observations in a meta-analysis may lead to the inclusion of inappropriate subject, treatment, and measurement categories. Meta-analysts often fail to meet the criteria for the inferential tests they apply. They also tend to underplay methodological problems common to a body of research. Meta-analysts could make more useful contributions if they were more thoughtful about both the methodology and substance of special education rather than tending toward blind empiricism. The greatest promise of meta-analysis is to encourage numerous small-scale studies which can then be quantitatively integrated. The development of meta-analytic techniques for qualitative research is another promising area.

38.
Kavale, Kenneth A. (1984).

Potential advantages of the meta-analysis technique for research in special education. Journal of Special Education, 18(1), 61-72.

meta-analysis / special education

The author discusses the advantages of meta-analysis for research in special education. The need for research synthesis is explored as well as the benefits of meta-analysis, particularly those related to understanding and explanation. The problems with traditional review methods are discussed, with special relevance to their failure to resolve problems. Finally, the findings from several meta-analyses are summarized and contrasted with traditional reviews. It is concluded that meta-analysis offers advantages for explicating problems and issues in this field.

39.
Holmes, C. Thomas (1984).

Effect size estimation in meta-analysis. Journal of Experimental Education, 52(2), 106-109.

effect size / meta-analysis

As the rate of growth of the literature in education has grown exponentially, it has become recognized that methods of integrating like studies mathematically are needed. Meta-analysis is one technique which has been developed to fulfill this need. For the application of meta-analysis, it is important that as many studies as possible be included. Methods for estimating effect sizes when complete data are not reported are presented. While not precise, these methods provide a conservative estimate and, therefore, allow for the inclusion in a meta-analysis of relevant studies whose data might otherwise be discarded.

40.
Hedges, Larry V. (1984).

Estimation of effect size under nonrandom sampling: The effects of censoring studies yielding statistically insignificant mean differences. Journal of Educational Statistics, 9(1), 61-85.

meta-analysis / effect size / research synthesis / sampling

Quantitative research synthesis usually involves the combination of estimates of the standardized mean difference (effect size) derived from independent research studies. In some cases, effect size estimates are available only if the difference between experimental and control group means is statistically significant. If the quantitative result of a study is observed only when the mean difference is statistically significant. the observed mean difference, variance, and effect size are biased estimators of the corresponding population parameters. The exact distribution of the sample effect size is derived for the case in which only studies yielding statistically significant results may be observed. The maximum likelihood estimator of effect size also is derived under the model in which only significant results are observed. The exact distribution of the maximum likelihood estimator is obtained numerically and is used to study the bias of the maximum likelihood estimator. An empirical sampling study is used to supplement the analytic results.

41.
Kraemer, Helena Chmura (1983).

Theory of estimation and testing of effect size: Use in meta-analysis. Journal of Educational Statistics, 8(2), 93-101.

meta-analysis / research synthesis / effect size

Approximations to the distribution of a common form of effect size are presented. Single sample tests, confidence interval formulation, tests of homogeneity and pooling procedures are based on these approximations. Caveats are presented concerning statistical procedures as applied to sample effect sizes commonly used in meta-analysis.

42.
Orwin, Robert G.; & Cordray, David S. (1985).

Effects of deficient reporting on meta-analysis: A conceptual framework and reanalysis. Psychological Bulletin, 97(1), 134-147.

meta-analysis / reporting quality

A framework for studying the influence of reporting quality on meta-analytic results is presented in which three sources of reporting deficiency are identified: quality (adequacy) of publicizing, quality of macrolevel reporting, and quality of microlevel reporting. Each source is shown potentially to affect the integrity of the review process in a different way. To assess the influence of reporting quality empirically, 25 reports were sampled from the Smith, Glass, and Miller (1980) psychotherapy meta-analysis and recoded by the authors. Two sources of information pertinent to reporting quality were established: interrater reliabilities and confidence judgments. Reanalyses incorporating reliability corrections and confidence judgments suggested that deficient reporting injects considerable noise into meta-analytic data and can lead to spurious conclusions.

43.
Wehman, Paul; Hill, Mark; Goodall, Patricia; Cleveland, Paula; Brooke, Valerie; & Pentecost, Julian H., Jr. (1982).

Job placement and follow-up of moderately and severely handicapped individuals after three years. Journal of the Association for the Severely Handicapped, 7(2), 5-15.

job placement / competitive employment / follow-up studies / advocacy / Virginia

This paper describes the results of a three-year job placement project for moderately and severely handicapped individuals in Virginia. This project developed a training and advocacy approach to placement that involved client training by staff at the job site. Staff advocacy also took place with co-workers and employers. All clients were paid by employers as part of the regular work force. The project is still ongoing as it seeks to replicate training and placement procedures throughout Virginia. At the three-year point, 63 clients have been placed, with 42 currently working, for a retention rate of 67%. These individuals have collectively earned $265,000 and paid well over $26,000 in state and federal taxes. Moreover, most of these clients had long records of exclusion from non-sheltered and even sheltered work, since they were viewed by professionals and parents as "realistically unemployable." This report highlights the major characteristics and conclusions drawn from staff efforts to this point.

44.
Siefferman, Larry D. (1983).

Vocational education -- the post secondary connection for learning disabled students. Journal of Vocational Special Needs Education, 5(2), 28, 29.

special education / federal legislation / vocational education / post-secondary education

During the decade of the seventies the lawmakers of America proclaimed a new message for public education. The message focused public sentiment and national attention upon thousands of handicapped students - students commonly denied the benefits of an appropriate and meaningful education. Now, more than a humanistic message, PL 94-142 is a legislative mandate. A free and appropriate education must be provided for all handicapped students. Within this context, the purpose of this article is to examine more closely the implications of PL 94-142 for a specific population of handicapped students, the learning disabled, and to relate those implications to both secondary and post-secondary educational opportunities.

45.
Sitlington, Patricia L.; Brolin, Donn E.; Clark, Gary M.; & Vacanti, John M. (1985).

Career/vocational assessment in the public school setting: The position of the division on career development. Career Development for Exceptional Individuals, 8(1), 3-6.

Division on Career Development (CEC) / vocational evaluation / secondary education

The area of career/vocational assessment is of critical importance to the preparation of handicapped individuals for productive roles as citizens and workers. The purpose of this paper is to present the position of the Division on Career Development (DCD) of the Council for Exceptional Children. This paper was prepared by members of the DCD Committee on Career/Vocational Assessment and endorsed by the Executive Committee of the division. The following areas are discussed: 1) the definition, purpose, and goals of career/vocational assessment; 2) the assessment process and methods used; and 3) the personnel involved in the assessment process.

46.
Hauser-Cram, Penny (1983).

Some cautions in synthesizing research studies. Educational Evaluation and Policy Analysis, 5(2), 155-162.

meta-analysis / research synthesis

Meta-analysis is quickly gaining momentum in the educational research community as a useful approach to synthesizing research studies, a way of systematically taking stock of what we know about a particular area of study. Investigators using this approach amass all obtainable studies on a topic with the goal of making a general statement about the presence and magnitude of a particular phenomenon. Reviewers have used meta-analysis to investigate broad questions about a wide range of domains.

47.
Baumgart, Diane M. (1985).

Secondary transition and employment project (STEP). Moscow, ID: Special Education Department, University of Idaho. (Comp. No. 84.023D - OSERS File No. 9)

rural areas / transition models / secondary education

This STEP manual gives an overview of the transition model (school-based vocational programming, community-based work experience, staffing strategies, transition strategies), as well as ordering information for project materials. STEP model is aimed at students in rural areas who have mild, moderate, and severe handicaps.

48.
Plisko, Valena White; & Stern, Joyce D. (Eds.) (1985).

Educating handicapped students. In The condition of education (1985 ed.), (pp. 177-199). Washington D.C.: U. S. Department of Education, National Center for Education Statistics.

educational statistics / special education

This is chapter 4, from the Condition of Education, 1985 edition, entitled "Educating handicapped students." It contains current statistics on special education programs for the handicapped.

49.
Carter, Ed (1985).

Day Program Compendium, 1985-1986. Chestnut Hill, MA: Project TRYAD, Campus School/Division of Special Education, Boston College. (Comp. No. 84.023D - OSERS File No. 10)

transition models / Project TRYAD / interagency cooperation / Massachusetts

The Project TRYAD Day Program Compendium 1985-1986 is an informational tool designed to assist school personnel, parents, and adult agency personnel when transitioning severely handicapped persons from school services to adult services. The Compendium is a listing of the adult day/work programs currently available to adults with special needs within the Commonwealth of Massachusetts. The Project TRYAD staff has attempted to create a versatile tool which is easy to use and serves as a practical guide especially for those directly involved in the transition process. The Day Program Compendium is one of several products produced by Project TRYAD.

50.
D'Alonzo, Bruno J.; & Owen, Steven D. (1985).

Project Interface: Transition models for persons with disabilities. Manuscript submitted for publication. (Comp. No. 84.023G - OSERS File No. 53)

transition models / Project Interface / interagency cooperation / community integration

The purpose of post-secondary projects is to support new model demonstration projects which will complement secondary programming and link handicapped individuals, who exit the secondary schools not yet ready for competitive employment, to community based training programs and services. Issues of particular interest include: development of an interface between education programs and community service providers, efforts to place and provide continued training and support to individuals for competitive employment, and the development of models to demonstrate that all handicapped individuals leaving public school programs, regardless of disability severity, have access to community based training programs. The aim of this grant program was to use direct service to demonstrate the effectiveness of newly conceived educational models, which may be replicated, either in part or in their entirety, in other communities.

51.
D'Alonzo, Bruno J.; & Owen, Steven D. (1985).

School to work: Transition models for persons with disabilities. Manuscript submitted for publication. (Comp. No. 84.023G - OSERS File No. 53)

transition models / OSERS

The purpose of this article is to present the results of a national survey which collected demographic and descriptive data from U. S. Department of Education, Office of Special Education and Rehabilitation Services (OSERS) transition grant awardees. The awardees received funding under five separate categories: youth employment, post secondary projects, service demonstration models for planning and developing transitional services, and transition strategies and techniques. One initial and two follow-up mailings of the survey instrument were conducted. 54 useable responses were received for a total return rate of 89%. Definitions and examples of transition models are provided. A compilation of information describing the age range, types of disabilities, referral sources, services, types of training, methods of training, and desired end products are provided of the awardees. Information provided by the grant awardees is synthesized into eleven components which reflect best practices for successful transitioning of disabled youth and adults into the community.

52.
D'Alonzo, Bruno J.; Owen, Steven D.; Hartwell, L. Kay (1985).

Secondary and postsecondary transition models: An overview of the current state of the art. Manuscript submitted for publication. (Comp. No. 84.023G - OSERS File No. 53) transition / employment outcomes / vocational evaluation / community integration

The purpose of this article is to present a rationale for continued research and development of transition models to enhance the movement of disabled individuals from school to work. Definitions of transition, an overview of existing transition models, and the preliminary results of a national survey of current government funded transition projects are presented. Based on the survey data collected, 7 major components were identified as being important considerations in the development of transition models. Linkages with both service providers and potential business/industry employers facilitates the expediency of the transition process. A cooperative interagency referral network and interdisciplinary assessment assist in identifying individuals in need of service and their proficiency of acquired skills. Evaluation of jobs available within the community, followed by assessment and training of the skills necessary to secure those jobs, must be coupled with community survival skills training if we expect the individual to function independently. Skills training should be community based in order to increase the probability of success on the job. Job placement/follow-up services and ongoing evaluation must be included to ensure that both the individual and the model continue to meet the demands of whatever changes might occur within the job and/or community.

53.
The Lexington Center, Inc. (1985).

Facilitating the employment of hearing impaired students through an employer group/school consortium. Jackson Heights, NY: Author. (Comp. No. 84.023D - OSERS File No. 12)

transition models / hearing-impaired / vocational evaluation / job placement / New York

The purpose of the project is to develop and evaluate a process model of coordinating educational efforts to prepare multiply handicapped/hearing impaired students for work and for increasing the efforts of specific industries to improve the access of these students as fully qualified workers. The project is explicating a conceptual model and then designing, developing, implementing, evaluating, revising and replicating an exemplary program of prevocational assessment, vocational preparation, placement and follow-up directed to the needs of the severely and multiply handicapped, hearing impaired young adults in metropolitan New York that will be replicable with other similarly affected populations in both large and small communities nationwide.

54.
Svaldi, Vincent F.; & Lindskoog, Wayne A. (1985).

Vector: A new direction. Eden Prairie, MN: Hennepin Technical Centers. (Comp. No. 84.023D - OSERS File No. 11)

secondary education / special education / vocational education / Minnesota / VECTOR

This is a report on the first year of growth and development of a federally funded transition project designed to demonstrate the effective linkage between special education and vocational education in preparing handicapped youth for meaningful community based employment. The author examines the accomplishments of the first year of operation, along with pitfalls encountered. The results of a "consumer" survey are examined in which parents, educators, and co-operating agencies were asked to provide their suggestions, comments, and concerns. Specifically, the efficacy of providing vo-tech based transition activity for mentally handicapped youth is discussed, along with the advantages of campus-based support services, role models, instructional materials, and accessibility to vocational programs.

55.
Snowden, Patricia B., proj. dir. (1985).

College Access Program Chattanooga, TN: University of Tennessee. (Comp. No. 84.078B - OSERS File No. 93)

learning disabilities / post-secondary education / College Access Program

Three separate articles and a brochure describe the College Access Program for learning disabled at University of Tennessee/Chatanooga.

56.
Gaylord-Ross, Robert; Gaylord-Ross, Cory; Hagie, Chris; Musante, Penny; & Jameson, Devi (n.d.).

The employment retention program: Supported employment for disabled youth in transition. San Pablo, CA: Richmond Unified School District. (Sponsoring Agency: U. S. Dept. of Education, Office of Special Education and Rehabilitative Services, Washington, DC.) (Comp. No. 84.158A - OSERS File No. 20)

transition models / supported employment / vocational evaluation

A description is made of a transitional supported employment program. The goals and general principles of supported employment are outlined. The process of conducting supported employment is explained with respect to assessment, job development, and instructional programming. Particular attention is given to the social ecology of the workplace and transferring stimulus control from the supported employment educator to the handicapped employee's coworkers. Outcome data from the Employment Retention Program is presented with respect to wages, length of employment, etc. Although there have been no negative terminations yet in the program, a more realistic expectation for retention outcomes is discussed. Finally, the process of transition and supported employment is considered in terms of life-span career planning.

57.
Schloss, Patrick J.; McEwen, Delbert; & Schwab, Jane (1985).

PROGRESS: A model program for promoting school to work transition. Washington, DC: U. S. Department of Education, Office of Special Education and Rehabilitative Services. (Comp. No. 84.023G - OSERS File No. 66)

transition models / PROGRESS / competitive employment

This paper addresses a major priority established by the Office of Special Education and Rehabilitative Services--the transition of handicapped youths from school to work. The model program, described here, emphasizes educational services directed toward a specific work setting. The major goals of the program are accomplished through: 1) referral procedures identifying moderately and severely handicapped students who may benefit from a competitive work program, 2) cooperative training and supervision agreements with local employers, 3) training and evaluation methods developed for specific community work placements, 4) curriculum linkages between school and work, and 5) linkages between PROGRESS students and the Office of Vocational Rehabilitation.

58.
Gajar, Anna; & Hameister, Brenda (1985).

A comprehensive model program for learning disabled university students. Pennsylvania State University University Park, PA: Pennsylvania State University. (Comp. No. 84.078B - OSERS File No. 100)

post-secondary education / learning disabilities / Pennsylvania

This paper describes the objectives and components of a comprehensive program, funded by the U. S. Dept. of Education, for learning disabled university students. Objectives include: 1) the development of a diagnostic and academic support model for the purpose of retaining and graduating program participants, 2) the initiation of awareness and information activities for LD advisors, faculty, counselors, and staff involved with LD students, 3) the creation of informational materials for dissemination, and 4) the identification and investigation of relevant research topics.

59.
Human Services Development Institute Center for Research and Advanced Study, University of S. Maine. (1985).

Making the transition from school to community living. An interim report to the 112th Maine Legislature. Portland, ME: Author. (Comp. No. 84.023G - OSERS File No. 59)

Maine / transition / secondary education / vocational training / job placement

This report is a product of the new Select Committee established in 1984 to evaluate the current system for transition from school to work for handicapped youth in Maine and to develop a 5 year plan for improving the system. Recommendations are: 1) personnel preparation and training, 2) high school programming, 3) transition from school to community, and 4) post-high school employment and training.

60.
Patton, Patricia L., proj. dir. (1985).

Transition from school to work: A guide for parents of learning disabled youth. San Diego, CA: Project WORK, Special Education Department, San Diego State University. (Comp. No. 84.128A - OSERS File No. 80)

transition / learning disabilities / parent involvement / job placement / independent living / Project Work

This book was written by persons who have had extensive experience helping young people with learning disabilities to find training, jobs, and services. The authors include teachers, counselors, and parents of learning disabled students who are aware of the important role that parents play in the transition process. They have taught students how to acquire information and gain the skills necessary for independent adult living. This book provides suggestions parents can use to help their learning disabled child become a responsible citizen, a good worker, and a fully functioning member of the community. Parents will gain the skills and information required to represent their child's vocational education and job training needs. The book identifies actions parents can take to plan opportunities which will prepare their child to enter the work environment.

61.
Dever, Richard B. (1985).

Taxonomy of instructional goals and objectives for developmentally disabled learners. Bloomington, IN: Center for Innovation in Teaching the Handicapped. (Comp. No. 84.158A - OSERS File No. 26)

taxonomy of instruction / Project COMPETE / independent living

The purpose of this taxonomy is to provide as complete a statement as possible of the goals and major objectives of instruction for developmentally disabled persons. It is focused on community functioning, and assumes that severely handicapped people must learn to do what other people do if they are to become independent. This document represents an attempt to provide a major focus for instruction. It grew out of a conviction that instruction requires those who teach to know what it is they want their learners to do at the end of instruction. The instructor who knows what to teach can usually find a way to teach it; if, however, the instructor doesn't know what to teach, any learning that takes place can only be accidental. The way to find out what to teach is to start with an understanding of what the learner should be able to do at the end of instruction. The goals and objectives listed in this taxonomy clearly state that end.

62.
Baker, Frank B. (1985).

The basics of item response theory. Portsmouth, NH: Heinemann.

item response theory / educational measurement / evaluation

This book has been designed to provide the reader access to the basic concepts of item response theory freed of the tedious underlying calculations. This has been accomplished by using an APPLE II computer in conjunction with the book. These programs allow the reader to explore the theory at the conceptual level.

63.
Stodden, Robert A., proj. dir. (1985).

Hawaii transition project; First year progress report. Manoa, HI: Special Education, College of Education, University of Hawaii. (Comp. No. 84.158A -- OSERS File No. 25)

transition models / curriculum / interagency cooperation / vocational training / parent involvement / Hawaii Transition Project

The HTP is a model research/demonstration project. The purpose of the project is to facilitate the successful transition of handicapped students from high school to post-secondary programming and/or employment. Project activities are focusing on three areas: 1) the appropriateness of curriculum and quality of student preparation, 2) the availability and quality of post-secondary vocational training options, and 3) the availability and effectiveness of transition services.

64.
Ianacone, Robert N.; & Tilson, George P., Jr. (1983).

Addressing the needs of handicapped persons after they leave school. Journal for Vocational Special Needs Education, 6(1), 15-18, 23.

transition / vocational training

In analyzing the total service delivery structure for handicapped individuals, increasing attention has been focused on the lack of appropriate options for such individuals to transition from school to work. This lack of closure on the transition process often stems from the school's focus on academic remediation and meeting graduation requirements rather than on providing marketable skills and securing employment. This article delineates the critical need for alternative transitional services after formal schooling and presents one effective preparation alternative.

65.
Willson, Victor L. (1984).

Adding results to a meta-analysis: Theory and example. Journal of Research in Science Teaching, 21(6), 649-658.

meta-analysis / research methodology

Meta-analysis has been used as a research method to describe bodies of research data. It promotes hypothesis formation and the development of science education laws. A function overlooked, however, is the role it plays in updating research. Methods to integrate new research with meta-analysis results need explication. A procedure is presented using Bayesian analysis. Research in science education attitude correlation with achievement has been published after a recent meta-analysis of the topic. The results show how new findings complement the previous meta-analysis and extend its conclusions. Additional methodological questions addressed are how studies are to be weighted, which variables are to be examined, and how often meta-analyses are to be updated.

66.
Phelps, L. Allen; & McCarty, Toni (1984).

Student assessment practices. Career Development for Exceptional Individuals, 7(1), 30-38.

vocational evaluation / transition / career guidance / vocational education / special education

A major theme emerging since the enactment of P.L. 94-142 (The Education for All Handicapped Children Act) has been the emphasis placed on career and vocational education opportunities for handicapped students. Handicapped individuals encounter major barriers in obtaining employment and job-related training and, generally, are more frequently unemployed and underemployed than nonhandicapped people. The Vocational Education Amendments of 1976 and the Career Incentive Act emphasize the critical need to provide full access to appropriate vocational and career education programs and services for handicapped students. Expanding educational opportunities for handicapped individuals to develop skills that are essential for obtaining and maintaining employment in the world of work represents a major and relatively new enterprise for vocational and special educators alike. Vocational assessment plays a critical role in providing appropriate career programming for handicapped youth. The extent to which educators are able to systematically and effectively evaluate the career development needs of handicapped students will, in large measure, determine the efficacy of the individualized programs to these individuals.

67.
Roberts, Shannon; Doty, Dale; Santleben, Sharon; & Tang, Tina (1983).

A model for vocational assessment of handicapped students. Career Development for Exceptional Individuals, 6(2), 100-110.

vocational evaluation / secondary education / Texas / model programs

The purpose of this article is to expand upon the Texas Education Agency guidelines and provide a more comprehensive model for the vocational assessment process. This model includes a statement of philosophy, goals, timeline, levels of assessment (including activities and materials), personnel roles and responsibilities, and an evaluation segment that are essential components of a vocational assessment program. In addition, the model provides a basis for making the vocational assessment process an integral part of a vocational preparation program.

68.
Steinmiller, Georgine; & Retish, Paul (1980).

The employer's role in the transition from school to work. Career Development for Exceptional Individuals, 3(2), 87-91.

employer involvement / employer attitudes / career guidance / job placement / special education

Workers' and employers' attitudes are important factors that often determine successful employment for mentally retarded persons. The practical application of job placement programs should account for the employer's contribution to the placement process. The article focuses on the role of attitudes, the need for employer involvement in training programs, restructuring the training of teachers, the role of the employer as teacher, and the effects on both special education and on regular education curricula of considering employer needs and input into the placement process.

69.
Klepp, Terry G.; Rotatori, Anthony; & Freagon, Sharon (1982).

Vocational skill training of the severely retarded. Journal for Special Educators, 18(2), 54-58.

job analysis / vocational training / color coding

Studies have shown that the severely retarded are capable of being trained on more difficult tasks than was previously thought possible and are able to produce up to acceptable standards. With increased interest in and concern for the severely retarded, additional training methods will be implemented and old ones improved upon. In the future it will be interesting to see if these training procedures will be implemented extensively by the school, and if they are, what improvements will be seen in the vocational skills of severely retarded adults.

70.
Black, Lynda K. (1982).

Handicapped needs assessment. Community/Junior College Quarterly, 6, 355-370.

post-secondary education / vocational education / vocational training / vocational evaluation / Maricopa County Community College

The 34th legislature provided the Arizona State Community College Board with an opportunity to initiate planning related to handicapped program needs and costs at the community college level. This opportunity resulted in the funding of a special project in Maricopa County, the ultimate goal of which was to develop a needs assessment based on demographic and cost data so that legislative help might be obtained in underwriting costs for handicapped students enrolled in community colleges. Through this project it was found that there were many handicapped individuals of college age in Maricopa County and that approximately half of these wished to attend college. The majority of handicapped perceived vocational and academic programs as most helpful to them. The majority also were not severely disabled in terms of their functional independence. Agencies serving the handicapped and handicapped individuals viewed the community college as an institution capable of providing appropriate education, training, and services to fulfill the needs of the disabled.

71.
Brolin, Donn E. (1983).

Refocusing special education for career development. The Journal for Special Educators, 19(4), 55-60.

special education / vocational education

Special education has been fairly responsive to career education. A Division on Career Development was established within the Council for Exceptional Children in 1976, and it is the fastest growing division of that organization. In some respects, however, special education has not recognized the potential of career education in meeting more fully the instructional needs of special children and youth. This article will point out some of the major issues, problems and needs, and future directions that special education should consider in the area of career development.

72.
Wolffe, Karen; Jorjorian, Susan; & Bryant, Brian (n.d.).

Don't give those kids fish! Teach'em how to fish! Paper presented at the CEC/NERRC Transition Conference. (Comp. No. 84.078B - OSERS File No. 89)

vocational evaluation / University of Texas Job Readiness Clinic / problem solving approach

This article outlines the proceedings of the workshop designed to develop career planning competencies in people who provide direct services to disabled youth. Carkhuff's problem-solving approach has been applied successfully with disabled youths and adults in the Job Readiness Clinic (JRC) and can work in situations involving personal, social and vocational problems. Overview of JRC is given with a model of functional literacy and stages in problem solving.

73.
Egly, Nancy Jo (1985).

Suggestions for adapting the job club to the needs of learning disabled in two and four year college. #835 Vocational Special Needs. (Comp. No. 84.078B - OSERS File No. 89)

job club / post-secondary education / learning disabilities

The author has designed a job club for learning disabled two- and four-year college students, based on the format proposed by Azrin and Besalel (1980) with changes only in the form of additions and allowances for needed adaptations. Included are appendices from the Job Club Counselor's Manual regarding interview questions and references for further research.

74.
Biller, Ernest F. (1985).

Career development of the learning disabled adolescent: A focus on career maturity. Career Development for Exceptional Individuals, 8(1), 17-22.

career guidance / career maturity / learning disabilities / vocational training

Biller suggests an additional characteristic be added to Deshler's psychoeducational characteristics that account for and delineate learning disabilities in adolescence. He refers to this characteristic as career maturity, which is defined as the manner in which an individual responds to emerging demands, problems, new pursuits, and expectations. Career adjustment refers to the outcomes of these responses. In elaborating on his theory of career development, Super (1955) introduced the construct of career maturity to describe "the place reached on the continuum of vocational development from exploration (age 15-24) to decline (age 65)." Super, et al. further postulated five dimensions along which career maturity develops: 1) orientation to vocational choice, 2) information and planning, 3) consistency of vocational choice, 4) crystallization of occupational traits or interests, and 5) wisdom of vocational preferences. Career maturity, therefore, can be defined by "an individual's standing along these dimensions in relation to either chronological age and expected life stage or the behavior of others coping with the same developmental tasks."

75.
Pancsofar, Ernest L.; Fiscus, Edward; Jones, Eric; Blackwell, Robert; & Krouse, James (1985).

Preparing teachers to move students with severe handicaps from school to adult service options. Career Development for Exceptional Individuals, 8(1), 50-58.

teacher education / vocational training / Bowling Green State University / transition / generalization

The purpose of this article is to describe a Master's degree program at Bowling Green State University that contains a sequence of coursework to provide teachers with the necessary skills to become effective agents in facilitating a successful postschool experience for students with severe handicaps. Specifically, the Master's concentration includes preparation for specialists in vocational curriculum development, on-the-job supervision for community work experience programs, vocational evaluation, and transition/liaison for facilitating students into adult service programs.

76.
Shanyfelt, Paul A. (1974).

Occupational preparation of secondary educable students. The Pointer, 19(2), 106-110.

secondary education / vocational training / follow-up studies / educable mentally handicapped / vocational education

This article discusses the occupational preparation program at McLaren Occupational High School, a learning center for educable mentally handicapped students between the ages of 15 and 21. The specific goals of the school are to provide occupational orientation, occupational preparation, job training exercise, and eventual part- and full-time job placements with follow-up. The academic instruction has been geared toward developing these goals and stresses the functional rather than the role approach to learning. The article concludes by citing the need for follow-up studies on graduates of the program and counseling programs for the unemployed.

77.
Wilton, Keri M.; & Cosson, L. D. (1977).

Employment and adjustment of special class graduates in a New Zealand city. Australian Journal of Mental Retardation, 4(5), 3-7.

follow-up studies / employment / social skills / New Zealand

The employment status and social adjustment of three groups of mildly retarded adults, each of which had experienced a different special educational strategy prior to graduation, was compared with that of a group of adults who had been classified at secondary school as slow-learners. The mildly retarded groups were less well off than the slow-learners in terms of both employment and social adjustment, and their poorer achievement appeared to be virtually independent of the types of special educational strategy they had experienced. The results were discussed in terms of current special educational and after-care provisions, and the need for their comprehensive evaluation.

78.
Johnson, Roger T.; & Johnson, David W. (1981).

Staff development for the social integration of handicapped students into the mainstream. Journal of Staff Development, 2(2), 70-82.

mainstreaming / social skills / staff development / teacher education

The crucial factor in whether a process of acceptance or a process of rejection occurs in mainstreaming is the kind of student-student interaction fostered by the teacher. Cooperative interactions between handicapped and nonhandicapped students encourage positive social interaction. Cooperative instruction is based on a set of practical strategies which any teacher can master. It does not require the regular classroom teacher to become an expert in special education. The model described in this article provides a natural way for regular and special education teachers to work together as a team in planning for cooperative learning. One of the better ways to build a collaborative relationship between teachers, especially special education and regular classroom teachers, is to train them as a team in the use of cooperative learning groups so that they strengthen their own relationships and examine their own cooperative skills as they are learning about how to do the same for handicapped and nonhandicapped students. Cooperation among teachers and administration is needed for mainstreaming to be successful and if it begins during the inservice, it will be more likely to occur in the school setting.

79.
McKinney, Lorella; & Okeafor, Karen (1984).

A model to facilitate the transition from school to work. Career Development for Exceptional Individuals, 7(1), 39-44.

transition models / career guidance / Project Transition / National Center for Research in Vocational Education / community integration

The goal of "Project Transition" is to respond to the needs of handicapped persons at an important transition point in their lives. The model involves developing a local-level model for providing support to handicapped secondary and postsecondary vocational students during their transition from school to work. The transition model provides support for handicapped students by building upon a local community's unique resources. It provides a feasible alternative to the local community that has a desire to assist handicapped students in obtaining jobs, but does not have a large external or local funding source for that purpose.

80.
Schloss, Patrick J.; Schloss, Cynthia N.; & Miller, Sidney R. (1983).

A futures orientation to vocational special needs education. Journal of Vocational Special Needs Education, 5(2), 3-7, 17.

career guidance / curriculum / teacher education

A futures outlook for career and vocational services for special needs students emphasizes that the educator look beyond the daily routine of providing didactic instruction. The educator is encouraged to utilize instructional techniques that prepare the student to be a productive member of the competitive or sheltered work force after leaving school. Selecting and sequencing educational activities from this orientation includes more than programming for the acquisition of skills by promoting the maintenance of performance into adult life. All phases of the career and vocational preparation process are encouraged to be influenced by this view. The present paper will consider the way in which a futures-orientation may impact educational provisions for special needs adolescents. Consideration is given to: 1) identifying instructional goals and objectives which promote functional skills. 2) recognizing student evaluation as being a continuous process which facilitates the delivery of appropriate vocational services. 3) emphasizing social development techniques and objectives that promote durable behavior changes, 4) adopting instructional strategies likely to develop skills which become a pervasive and lasting part of the youth's repertoire, and 5) developing and working from within a longitudinal service delivery system which recognizes that career and vocational education is a life-long process.

81.
Miller, Sidney R. (1981).

A crisis in appropriate education: The dearth of data on programs for secondary handicapped adolescents. Journal of Special Education, 15(3), 351-360.

educational statistics / program development / secondary education

The push by federal, state, and local educational agencies to build appropriate services for secondary handicapped youths is being impeded by a lack of data. A review of the literature suggests that no significant research has been conducted with adolescents with educational handicaps in the areas of achievement motivation, labeling, memory and retrieval, moral development, and cognitive development and integration. Without research into these areas, educators will be faced with the continuing responsibility of building identification, assessment, program, placement, and ancillary services while lacking the necessary information.

82.
Ellner, Jack R.; & Bender, Henry E. (1980).

Hiring the handicapped. New York: AMACOM.

affirmative action / federal legislation / employee attitudes / business and industry / employer involvement

The primary intent of this study is to discover creative and innovative approaches to affirmative action programs that would have general applicability. This report is an overview of the current status of legislation on behalf of the handicapped and an interpretation of such legislation. Sections cover legal requirements, what companies are doing, and conclusions and recommendations.

83.
Levitan, Sar A.; & Taggart, Robert (Eds.) (1977).

Jobs for the disabled. Baltimore: John Hopkins University Press.

employment / vocational rehabilitation / sheltered workshops

This book supports vocational rehabilitation for the disabled as a profitable public investment in human capital. It addresses the problem of the disabled and employment using many visual aids of tables and charts and discusses declining employment opportunities, the vocational rehabilitation system itself, and underlying issues. The book ends with suggestions for improvement in the vocational rehabilitation system: 1) elimination of waste, 2) nonvocational assistance reassessed, 3) emphasis on jobs, 4) emphasis on severely disabled reexamined, and 5) vocational rehabilitation should not be relied upon as major strategy to counter rising welfare and disability insurance caseloads.

84.
Teaneck Board of Education (1983).

Vocational Counseling Project. Final Report 1982-1983. Teaneck, NJ: Author. (Sponsoring Agency: New Jersey State Department of Education; Division of Vocational Education and Career Preparation, Trenton, NJ.) (ERIC Document Reproduction Service No. ED 240 333)

career guidance / job placement / model programs / attitudes / New Jersey / Vocational Counseling Project

The Vocational Counseling Project was undertaken to provide secondary level handicapped students, who were identified as possible dropouts, with vocational counseling and support to facilitate post-high school adjustment. In addition, project staff were supposed to determine the readiness of secondary level handicapped students for work placement, to serve as liaison between special education teachers and the district vocational placement counselor, and to serve as liaison to county social service agencies. During the project, members of the project staff conducted screening interviews to selected students, provided individual counseling and assessment services, implemented student employment and parent workshops, worked to enhance staff interaction, developed a career library, and held a vocational and career fair. In all, services were provided for 92 students in five classrooms. Based on exit interviews with the students participating in the project and on attendance and tardiness data from the five classrooms participating in the project, it was concluded that student attendance improved significantly after participation in the counseling project. Data from worksite supervisor and classroom teacher ratings, however, failed to indicate any significant improvement in student attitudes and behaviors after participating in the vocational counseling program.

85.
McDonnell, John J.; Wilcox, Barbara; Boles, Shawn M.; & Bellamy, G. Thomas. (1983).

Issues in the transition from school to adult services: A survey of parents of secondary students with severe handicaps. Eugene, OR: Center on Human Development, University of Oregon. (ERIC Document Reproduction Service No. ED 240 381)

parent attitudes / job placement / vocational evaluation / vocational education / vocational rehabilitation

Parental projections of service needs and their ranking of features they perceived as important in vocational and residential programs for their handicapped son/daughter were assessed through a written questionnaire. A total of 163 questionnaires were completed and returned by parents of high school students with moderate and severe handicaps. The questionnaire consisted of 9 items that asked parents to provide demographic information, to rank features of vocational and day services most likely to influence selection of a program, to rank features of residential services most likely to influence program selection, and to rank generic adult service programs their children would need immediately upon graduation, five years after graduation, and ten years after graduation. Parents overwhelmingly ranked vocational/day programs as the top priority for their children upon graduation and for the next 10 years. Long-term structured employment models providing a wide range of work opportunities and contact with nonhandicapped peers were the preferred alternative. Residential programs were more important 5 to 10 years after graduation. Case management services were seen as important at two points in a student's transition from school to adult services: prior to graduation and as parents grow older and less able to act as their children's overseer. Data also verified the inadequacy of information for parents about adult services.

86.
Gilli, Lynne M.; & Gilli, Angelo C. (Eds.) (1984, April).

National Association of Vocational Education Special Needs Personnel Region I Conference Proceedings 1983. Hunt Valley, MD: National Association of Vocational Education Special Needs Personnel. (ERIC Document Reproduction Service No. ED 242 897)

employment / vocational education / pre-vocational skills / transition

This document contains the texts of 22 papers presented at a conference on vocational education for special needs persons. The following topics are a sampling of what is covered: using computers to teach and evaluate handicapped students, prevocational skills for handicapped students, development of competency-based horticultural instructional materials for handicapped students, model alternative programs within vocational education for the emotionally disturbed, preparing handicapped persons for leaving school and joining the world of work, and meeting their needs after they leave the school system.

87.
Engleman, Marcia A. (1984).

Vocational assessment for the handicapped. Program manual and final report. Edgewood, KY: Northern Kentucky Vocational Region 7. (Sponsoring Agency: Kentucky State Department of Education, Frankfort.) (ERIC Document Reproduction Service No. ED 250 448)

employment / vocational education / vocational evaluation / secondary education

This manual describes a process by which the pooling of resources, appropriate analyses, and utilization of vocational programs and personnel can be combined to provide a reasoned approach to the assessment of the training and employment potential of handicapped individuals. Section I begins with a review of the program that developed assessment competencies and provided vocational assessment within a vocational school setting to individuals with a variety of handicapping conditions. Other contents include job descriptions of essential staff for a vocational assessment program within a vocational school, referral/assessment procedures, and program recommendations.

Section II describes these components of a comprehensive assessment program: medical, dexterity, psychological, and educational information and information on vocational aptitude and employability skills. Commercially prepared assessment tools that are available are listed. Section III discusses shop explorations and presents an example of a completed shop exploration. Section IV on educational prescription illustrates the process of moving from assessment data to recommendations. Materials of a sample vocational assessment include an assessment report score card, shop exploration form, task analysis sheets, and formal recommendations. The section concludes with other examples of assessment recommendations. Referral, assessment, and individual educational program forms are appended.

88.

Cobb, Richard M.; & Crump, W. Donald (1984).

Post-school status of young adults identified as learning disabled while enrolled in public schools: A comparison of those enrolled and not enrolled in learning disabilities programs. Special Education Programs (ED/OSERS) University, AL: University of Alabama, College of Education. (Sponsoring Agency: Special Education Programs, Office of Special Education and Rehabilitative Services, Division of Educational Services, Washington, D.C.) (ERIC Document Reproduction Service No. ED 253 029)

employment / vocational adjustment / follow-up studies / learning disabilities

This study examined the postschool status of 100 young adults identified as learning disabled white students. Data sources were special education records, pupil permanent records, and interviews with Ss. Background and current status data were analyzed revealing a largely male, white, sample with lower-middle to upper-lower socioeconomic status. Achievement scores ranged from 55% to 66% of expected grade placement. Ss placed in LD classes seemed to evidence poorer school coping skills than did LD Ss identified but not placed. Discriminant analysis indicated that the number of retentions and the presence of others in the family with learning problems determined the discriminant function which maximally differentiated the placed and nonplaced Ss. Current status indicators showed the sample to be functioning quite well as adults, with Ss reporting moderate happiness with their employment. The great majority of Ss reported no longer experiencing a significant problem in reading, although some did. Highly positive ratings were ascribed to vocational education and LD classes by those who participated in them. Multiple regression techniques suggested that the best predictors of grades completed were presence of dropouts among peers, number of absences prior to referral, and grade-point average prior to referral. The best predictive combination with reference to current income range included group membership (placed or nonplaced) and grade-point average prior to referral.

89.
National Association of Developmental Disabilities Council (1985).

Guidelines for evaluating, reviewing, and enhancing employment-related services for people with developmental disabilities. Administration on Developmental Disabilites Washington DC: Author. (Sponsoring Agency: Administration on Developmental Disabilities (DHHS), Washington, DC). (ERIC Document Reproduction Service No. ED 255 668)

interagency cooperation / employment / vocational rehabilitation / special education / program evaluation / federal legislation

These guidelines are designed to assist the State Developmental Disabilities Councils in reviewing and evaluating existing programs and services as well as advocating the filling of gaps and the enhancement and expansion of employment-related services. An introductory section makes recommendations for use of these guidelines and presents some basic strategies for the study and analysis of employment-related services. The seven sections of the manual are organized in a sequence designed to permit the State Developmental Disabilities Councils to (1) review the major programs most directly involved, analyze the issues or assumptions, explore the critical elements, and review the constraints, resolutions, and problems associated with the delivery of employment-related services; (2) examine the prevalence of and potential for cooperative and collaborative agreement among agencies and organizations; (3) analyze the other potential funding sources; (4) evaluate gaps and barriers, incentives, and disincentives influencing and affecting employment-related services; and (5) consider the options and alternatives to existing employment service delivery systems. Following a list of references is a comprehensive array of attachments to provide specific details regarding a program, statute, or policy, including the Education of the Handicapped Act, Job Training Partnership Act, Rehabilitation Act, and Vocational Education Act.

90.
Liebert, Diane E.; & Weissman, Carol S. (1982).

Support and advocacy for vocational training of handicapped postsecondary adults. Final performance report. Westbury, NY: Nassau County Board of Cooperative Educational Services. (Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC). (ERIC Document Reproduction Service No. ED 223 898)

employment / job placement / post-secondary education / vocational education / model programs

A model program was implemented to provide support and advocacy services to handicapped adults for overcoming barriers in obtaining postsecondary vocational training and employment. The formative evaluation included a description of the project's phases and the activities undertaken to meet project objectives. Major activities were recruitment, assessment, and counseling; career support plan and support services; advocacy/support and referral to community services; occupational employability and skills training; and follow-up support. The summative evaluation utilized an ex-post facto group design that compared project participants to handicapped and nonhandicapped persons. All subjects were postsecondary students enrolled in various daytime programs of vocational training at the Nassau County Board of Cooperative Educational Services. Project participants and the nonhandicapped group performed with better skills and had lower dropout rates than the handicapped comparison group. Differences between the two handicapped groups were educationally significant on all criteria: instructor's skill rating, attendance ratings, dropout rate, completion/continuation rate, and employment. The differences between project participants and the nonhandicapped group were not educationally significant on program or employment criteria. Four successful case studies are also presented. Materials and instruments from the project are appended.

91.
Salt Lake City School District (1980).

Resource Vocational Program. Salt Lake City School District 1979-1980 Summary Report. Salt Lake City, UT: Author. (ERIC Document Reproduction Service No. ED 194 792)

career guidance / employment / job placement / secondary education / Salt Lake City / Resource Vocational Program

This summary evaluation report is a short synopsis of the first year activities of the Resource Vocational Program, which provided career development and vocational education - employability development - services in the least restricitve environment to a group of mild to moderate handicapped youth. A brief description outlines scope and four major components of this program, which was located at two high schools in the Salt Lake City School District: career awareness, employment skills, vocational training, and placement. Other sections discuss identification of clients served and student characteristics and describe programs of a similar nature that are operating locally and throughout the country. A report from an independent internal evaluator describing the function of the program is summarized. The concluding section contains a brief summary statement highlighting the program's major accomplishments, a future perspective where problems are, and programming strategies to resolve these problems for the next operating year. Appendices, amounting to over one-half of the report, include 1) definitions of handicapping conditions; 2) a report on the structure and changes of the program, whose title was changed to Special Vocational Services Project for the next operation year; 3) the independent internal evaluator's report in its entirety; and 4) participating student characteristics, in detail.

92.
Collister, Larry (1975).

A comparison of the long range benefits of graduation from special vs. mainstream school for mildly mentally handicapped students. Seattle, WA: Seattle Public Schools, Washington Department of Planning, Research, and Evaluation. (ERIC Document Reproduction Service No. ED 117 870)

employment / follow-up studies / independent living

Twenty-seven mildly and moderately mentally handicapped special education graduates from a special school and 23 mildly and moderately mentally handicapped special education graduates from a mainstream school were interviewed to determine long range benefits of each program. Interviews 1 and 2 years after graduation were designed to measure differences in employment skill levels, unemployment rates, job satisfaction, arrests and convictions, welfare assistance, financial independence, income level, and other variables. Data suggested that there was little difference in long range characteristics for either group, although the small sample size precluded drawing firm conclusions on either side of the question.

93.
American Productivity Center (1983, September).

American productivity center computer conference on training and productivity for the White House conference on productivity. Final report. (Sponsoring Agency: Office of Vocational and Adult Education, Washington, D.C.) (ERIC Document Reproduction Service No. ED 234 179)

employment / vocational training / transition / post-secondary education

Delegates to this training computer conference agreed that the scope of economic change is both accelerating and profound and, therefore, will require a wide variety of approaches to human resource development. Training is only a small part of this development. To meet future needs, the conferees discussed and made recommendations in four areas: the transition from school to work, transitions in the workplace, dislocation and reentry, and crosscutting issues (those affecting research in human resource development and training handicapped students). On the issue of the transition from school to work, conferees agreed that it was the responsibility of the schools to provide basic skills and occupational competencies but that employers could cooperate to increase the relevance of these skills and to make the transition more efficient and fair. Conferees considered proposals for providing better labor market information, more counseling and transitional services, and the formation of a National Youth Services Corps. Two themes emerged in the discussion of workplace transitions. The first centered on the view that volume of employee training would have to increase to meet technological changes. The second theme on employee motivation centered on a variety of merit-based incentives. On the third issue, it was recommended that employees dislocated through technological change receive assistance in finding new jobs and training if needed. Finally, the conference participants recommended that research linking human resources and productivity be increased and that greater efforts be made to tie handicapped persons to the world of employment.

94.
Vash, Carolyn L. (1977).

Sheltered industrial employment. Emerging issues in rehabilitation. Washington, DC: Rehabilitation Services Administration. (ERIC Document Reproduction Service No. ED 150 408)

employment / business and industry / sheltered workshops / vocational rehabilitation

Major research findings are synthesized and innovations of current concern to vocational rehabilitation professionals are reported in this document, which covers the area of sheltered industrial employment. It is intended to provide a state of the art review of worldwide experience and conceptualizations regarding accommodated or sheltered employment in both the segregated and mainstream worlds of work for workers with disabilities, and to provide an information base for future planning of implementation strategies for accommodated or sheltered mainstream projects in the public and private sectors in the United States. All chapters emphasize experience relevant to workers with disabilities so severe that accommodation or shelter is required for them to work.

95.
Cloninger, Leonard (1976, April).

Our work study product: Does it stand up? Paper presented at Annual International Convention, Council for Exceptional Children, Chicago, IL. (ERIC Document Reproduction Service No. ED 122 531)

employment / follow-up studies / work-study programs / program evaluation

Attempted was an evaluation of work-study programs for mentally retarded (MR) students through a follow-up of work study graduates, a survey of state departments of education, and a review of the literature. Inadequate return of a graduate rating scale, difficulty in obtaining student records, and few and inadequate answers to the state survey resulted in aborting the study. Past studies were surveyed with such findings as a higher success rate for MR graduates of work study programs than MR graduates of other secondary programs. Appended are the list of items used to rate graduates, a summary of studies reporting unemployment of the retarded, a chart of minimum wage rates from 1967 to 1972 (projected), a summary of studies reporting wages earned, a summary of the success percentage of MR graduates, and a chart of the percentage of employment from closure to follow-up.

96.
Bhaerman, Robert D. (1978).

Career and vocational development of handicapped learners: An annotated bibliography. Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education. (Sponsoring Agency: National Institute of Education, Washington, DC) (ERIC Document Reproduction Service No. ED 166 418) career guidance / vocational education / employment

This selected bibliography on career and vocational development of handicapped learners contains 150 annotated citations divided into nine sections. The following list indicates the topics and the number of documents in each category: trends and general overviews (9), programs and projects (35), curriculum guides, activities, and resources (44), mainstreaming (10), personnel development (28), equipment and facilities (2), guidance and counseling (3), employment opportunities (7), and measurement and evaluation (12). All the citations are recent studies (conducted since 1975) and can be found in the ERIC data base. The items in each category are listed in order of recency of ED number. There is some overlap in the categories; for example, aspects of measurement and evaluation are also found in reports of programs and projects. The category selections were made on the basis of the primary focus of each particular entry.

97.
Soder, Marten (1984).

Transition from school to work for handicapped adolescents: Swedish position report to the OECD/CERI project concerning the education of handicapped adolescents--innovative approaches in the transition to adult and working life. Stockholm: National Swedish Board of Education. (ERIC Document Reproduction Service No. ED 249 741)

Sweden / employment / transition / vocational education

The report describes the Swedish educational and employment system and efforts underway to facilitate the transition from school to work for handicapped adolescents. A review of the general education system touches upon administrative structure, finance, and trends in compulsory comprehensive school and in upper secondary schools. The next section discusses factors in the labor market and examines labor policy regarding handicapped persons. Transitional arrangements undertaken in recent years are noted, and curriculum adaptations and policy changes to facilitate the movement of handicapped students from school to work are considered. Among problems with the transition are the insufficiency of "ordinary" measures as well as the problems inherent in the need for coordination. Three innovative approaches--use of escorts, group dynamic method, and computerized job procurement--are described.

98.
Gill, Douglas H. (1984).

An employment related follow-up of former special education students in Pierce County, Washington. Tacoma, WA: Pierce County Educational Service District 121. (ERIC Document Reproduction Service No. ED 250 854)

employment / follow-up studies / post-secondary education / Washington

This booklet reports on a study of 194 former special education students in Pierce County, Washington, who had left school during 1981-1984. Questionnaires were completed by parents or guardians to collect eight items of information: 1) the student's handicapping condition while in school, 2) current employment status and job title, 3) current monthly salary range, 4) previous employment status during the past 3 years, 5) previous monthly salary range, 6) current involvement in post-secondary education programs, 7) type of post-secondary program, and 8) name and location of program. Among conclusions drawn were that handicapped learners have about a 50/50 chance of being employed upon graduating or leaving secondary schools in this county, that 28% of the sample gross less than $4,800 annually and an additional 40% will earn an average wage of $7,200 per year, that 23% of the former students do not work at the present time and have not worked for the past 3 years, and that over 80% reported no involvement with post-secondary education.

99.
New York State Education Department (1984).

A report on the National Conference on Transition for Youth with Handicapping Conditions to Work, coordination of state policies and practices. Albany, NY: Author. (Sponsoring Agency: Northeast Regional Resource Center, Hightstown, NJ; Office of Special Education and Rehabilitative Services (ED), Washington, DC) (ERIC Document Reproduction Service No. ED 252 662)

Maryland / Michigan / New York / job placement / vocational training / transition / vocational education / vocational evaluation / vocational rehabilitation / interagency cooperation

A National conference was held to examine State policies and practices for helping disabled youth make the school to work transition more successfully. The focus of the first day of the conference was on transitional programs currently in existence in Maryland, Michigan, and New York. The first part of the second day's activities involved the summary of three themes in the joint activities of special education, vocational education, and vocational rehabilitation. The themes are: cooperative agreements among special education, vocational education, and vocational rehabilitation; vocational assessment; and referral to vocational rehabilitation. The conference closed with the formulation of recommendations for Federal, State, and local actions at the elementary, secondary, and postsecondary levels with respect to the following issues and areas: career awareness, life goals, staff preparation, coordination, standardization, communication, local implementation, fiscal concerns, employers, comprehensive planning, information dissemination, placement procedures and priorities, and follow-up services.

100.
Cook, J. J. (1976).

Follow-up study of the visually impaired 1976. Monograph no. 5: Program accountability in special education. Madison, WI: Wisconsin State Department of Public Instruction. (Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, DC). (ERIC Document Reproduction Service No. ED 176 489)

visually impaired / employment / Wisconsin / follow-up studies

To provide feedback on the program for the visually impaired in the State of Wisconsin, a follow-up study was done on 98 persons who had been enrolled in such programs and who had been out of school for a period of three to 13 years. The study focused on adaptation, and was concerned with many facets of everyday living, including such things as academic achievement, types of occupations, physical mobility, difficulties in obtaining employment or promotions, use of vocational rehabilitation and other social services, attitudes toward educational and work experiences, and social and community participation. Frequent comments by Ss emphasized such things as the inadequacies in curriculum offerings; the desire for more opportunity to interact socially and academically with sighted persons; the desire for less emphasis on music, particularly for those lacking talent in this area; and the desire for more vocational counseling and training with respect to job opportunities and strategies of job seeking.

101.
Tilson, George, Jr.; Kochhar, Carol; Sullivan, William F., & Leconte, Pamela J. (1984).

Vocational rehabilitation in employment training (Information Series No. 272). Columbus, OH: Ohio State University. National Center for Research in Vocational Education. (Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC). (ERIC Document Reproduction Service No. ED 241 717) employment / vocational training / vocational education / vocational rehabilitation / special education

This compendium is designed to present the relationship of the rehabilitation process to vocational education; to examine the cooperative roles of vocational education, rehabilitation, and special education; and to identify the trends that will have an impact on the planning for future training needs.

102.
Mithaug, Dennis E.; & Horiuchi, Chiyo N. (1983).

Colorado statewide followup survey of special education students and appendices. Denver: Colorado State Department of Education; Colorado Springs: University of Colorado, School of Education. (ERIC Document Reproduction Service No. ED 250 902)

Colorado / employment / follow-up studies / special education / vocational adjustment

The report discusses a statewide followup survey of 234 special education graduates in Colorado. An initial section, which reviews and summarizes followup research, notes the limitations of past studies and describes the sequence of the Colorado study, from initial efforts (appointment of panel of experts, development of personal interview questionnaire) to pilot testing and conducting interviews and collecting data. Results are summarized in terms of statewide representation, descriptive findings (background information, school information, post school information), and cross tabulations (correlates in high school preparation, regular education, usefulness of regular education, usefulness of vocational education, training needs, sex, age, urban/rural, special education program, and handicapping condition). Among findings were that Ss who were happy with their high school preparation were better adjusted on their jobs after graduation; younger Ss appeared to have been better prepared for post high school adjustments than older Ss; and Ss from resource classrooms exhibited greater occupational successes than respondents from self-contained classrooms or work study programs. Implications are noted, including the need to secure parental cooperation and contribution in the vocational adjustment process. Priorities stressed by respondents for specific vocational skills, as well as social and independent living skills, are noted. Extensive appended materials include a sample survey and detailed survey results.

103.
Smith, R. C. (1983).

Seven special kids: Employment problems of handicapped youth. Chapel Hill, NC: MDC, Inc. (Sponsoring Agency: Office of Youth Programs (DOL), Washington, DC). (ERIC Document Reproduction Service No. ED 237 688)

employment / vocational training / model programs / federal legislation / post-secondary education

A study of the employment problems facing physically and mentally handicapped youth is reported. To illustrate the main points, results of extensive interviews with seven handicapped youth are juxtaposed with statistics and findings. The study looks at the continuum of services offered to handicapped individuals, including understanding the disabilities and teaching mainstreamed students, teaching and training handicapped youth through vocational education, and postsecondary training and employment of handicapped youth. The impact of the Education for All Handicapped Children Act of 1975 is assessed with emphasis on parent involvement in the Individualized Education Program process and Congress's failure to appropriate money. The level of service to handicapped youth by vocational education in high schools and the involvement in Comprehensive Employment and Training Act programs by handicapped youth are also discussed. The continuum of service from preschool to employment is then presented as exemplified by several exceptional programs. A narrative follows of events of 1982, during which the gains registered by advocates for the handicapped population were tested in all branches of the federal government. Recommendations are made regarding creation of a national commission to study the economics of preparing handicapped individuals for work and amendments to and implementation of the Job Training Partnership Act.

104.
Katz, David; Cosse, W. James; & Cohen, Phyllis Lee (1978).

College and industry: Partners in the handicapped role (Cipher III). New York: City University of New York, Center for Advanced Study in Education. (Sponsoring Agency: New York State Education Department). (ERIC Document Reproduction Service No. ED 179 704)

employment / job placement / business and industry / post-secondary education

A project was designed and instituted to furnish a structure that would bring together three groups--potential employers, college personnel, and disabled people--to increase employment opportunities for the handicapped. During the third and final project year, representatives of all three groups met in workshops to discuss issues and concerns. Among the conclusions drawn are these: (1) companies need current, reliable information about legal aspects of hiring disabled people; (2) businesses may profit from sharing effective strategies that increase employment of the disabled; (3) businesses and labor unions need to include in collective bargaining agreements ways and means to enhance employment opportunities by recruitment and job restructuring; (4) once hired, disabled persons need help to advance on career paths at the same rate as their able-bodied peers; (5) the myth that the disabled are more highly motivated, perform better, and are more loyal than the able-bodied places an unfair burden on them; and (6) colleges and businesses should cooperate to ensure the relevance and "fit" of skills preparation. Based on all the input and discussion, it is recommended that two clearinghouses be set up--one to aid the disabled in job placement, the other to furnish information about the handicapped to businesses and industry. There is, furthermore, a need to develop awareness programs for managers and supervisors, and to conduct follow-up studies of disabled college graduates.

105.
Edgerton, Robert B., (Ed.) (1984).

Lives in process: Mildly retarded adults in a large city. Washington, DC: American Association on Mental Deficiency.

social skills / community integration / employment

This book deals with the social and community adaptation of mentally retarded persons in various settings, the success or lack thereof in finding a niche. Chapters include employment experiences, sheltered workshops, friendship, coping systems, self-perspectives, and black retarded. These papers provide a glimpse of the complexity and change in the lives of mentally retarded persons in community settings. References are included at the end of each chapter.

106.
Bragman, Ruth; & Cole, Joyce Couch (1984).

Job Match: A process for interviewing and hiring qualified handicapped individuals. Alexandria, VA: American Society for Personnel Administration.

job matching / interviewing skills / job placement / employer involvement

This handbook is designed to provide general knowledge and a workable approach for preparing and conducting interviews with handicapped applicants. Individuals are often overlooked as potential employees due to employers' lack of awareness of handicapping conditions, and/or uneasiness in interviewing situations. This book attempts to allay various myths and misconceptions about handicapped persons and provide interviewers with the necessary information to reach untapped resources--qualified handicapped applicants. This book is intended for interviewers who are interested in developing their skills in selecting and hiring qualified individuals.

107.
Leepson, Marc (1984).

New opportunities for the disabled. Editorial Research Reports, 1(11), 211-228.

federal legislation / rehabilitation technology / independent living

This report gives an overview of the disabled in our society and the recognition that they are worthy of help and a chance at independence, and that they can be productive. Highlighted in this study is the growth of rehabilitation technology, landmark legislation and implications, federal help for students, and scientific advances. Included at the end is a bibliography of books, articles, reports and studies.

108.
Hahn, Harlan (1983).

Paternalism and public policy. Society, 20(3), 36-46.

attitudes / federal legislation / discrimination / employment

Hahn discusses an increasing consciousness, recognition and legislation regarding the disabled. Although he feels progress is being made in the areas of employment, welfare, transportation, housing, and education, there are increasing indications that the accomplishments reflect an inadequate understanding of the problem of physical disability - focusing too much on the disability instead of attitudes and perceptions by the non-disabled. Discussion of the loneliness, isolation and rejection of this minority leads to the conclusion that perhaps the most important objective of disabled persons is to achieve increased political recognition.

109.
Johnson, William G.; & Lambrinos, James. (1983).

Employment discrimination. Society, 20(3), 47-50.

federal legislation / attitudes / employment / discrimination

One of the central goals of public policy for the handicapped is to identify strategies that will improve their ability to find and maintain employment. An important part of this effort is the elimination of discrimination in employment. Discrimination against the handicapped differs from others. The factor which causes the discrimination - the handicap - may also reduce productivity, lower employment and wage levels - all due to negative attitudes toward the handicapped. Discrimination was the cause (in this study) of a 35% difference in wages between handicapped and nonhandicapped. Thus, handicapped persons have the unfair disadvantage of having to attain higher levels of education and training to offset employer discrimination. A realistic approach to employment is needed so that handicapped persons don't bear the burden of having to be more productive to offset discrimination. The authors suggest that equal wage principles may have to be abandoned.

110.
Brolin, Donn E.; Domeck, Anne; Abeln, Mary Lou; Carver, James; Konar, Art; & Price, Mary Ann. (1982).

Lifelong career development handbook: Linking community services for disabled adults. Columbia, MO: University of Missouri, College of Education. (Sponsoring Agency: Special Education Programs, Office of Special Education and Rehabilitative Services, Division of Educational Services, Washington, DC). (ERIC Document Reproduction Service No. ED 218 515)

Lifelong Career Development Model / community colleges / interagency cooperation

Designed for use by those who work with the disabled, this handbook explains and provides procedures for implementing the Lifelong Career Development (LCD) Model. (Designed for implementation at the community college level, the LCD model provides a competency-based approach to meeting the career development needs of disabled people and provides for a greater effort at networking or linking together services.) Presented first is an overview of the need for such a program and the efforts that went into its final conceptualization, methods, and materials. Following a description of the LCD model and its components, procedures are provided for program administration, needs assessment, program implementation, public relations, and team training. Part 3 contains 11 training modules for use by the LCD coordinator or team to train themselves, disabled persons, and those in various agencies and groups concerned about lifelong career development for the disabled. Included in the modules are instructions, activities, and materials for conducting each session. Following a discussion of LCD program evaluation, discussions are provided of two case studies from the major community college sites. Appended are the major instruments for use in designing and conducting an LCD program.

111.
Youthwork, Inc. (1982, March).

The transition from school to work: The problem that won't take care of itself. [Summary]. Youthwork/Institute for Educational Leadership Conference, Washington, DC. Washington, DC: Author. (ERIC Document Reproduction Service No. ED 219 521)

disadvantaged youth / vocational education / employment / transition / business and industry / secondary education

This document presents summaries of the four presentations and two panel discussions from a conference that focused on the need for schools, employment and training systems, business, foundations, and other resources to coordinate efforts to address educational and employment problems of disadvantaged youth. "Public Subsidy or Private Payroll" challenges the private sector to develop cooperative working relationships to provide disadvantaged youth with greater opportunities. "Federal Role and Support: History and Budget Update" describes the impact of federal efforts to address youth unemployment problems and provides an assessment of current administration proposals for future federal support. "Legislative Proposals" outlines and compares four major legislative employment and training proposals under consideration in the House and Senate. "Education for Citizenship vs. Training for Employment" considers the purpose and function of education. The conference summary ends with presentations and discussions from two panels, one concerning the implication for public policy of relating school and work and the other concerning business/education partnerships.

112.
Pressman, Harvey (1981).

Linking school and work. Promising practices from a national demonstration. Youthwork, Inc. Washington, DC: Youthwork, Inc. (ERIC Document Reproduction Service No. ED 219 462) career guidance / disadvantaged youth / job placement / business and industry / transition / model programs / secondary education / Youthwork

This book describes experimental demonstration programs in the United States on different ways to link school and work more meaningfully for disadvantaged teenagers. The programs are sponsored by Youthwork, Incorporated, a public-private partnership concerned with youth unemployment and the transition from school to work. The book provides descriptions of program activities and includes first hand accounts of program experiences from project staff members and participants. The first two chapters of the book focus on efforts to serve groups of young people who are particularly hard to reach and difficult to serve successfully: youthful offenders, teenage parents, migrant youth, rural youth, underachievers, runaways, and the physically and mentally handicapped. Chapters 3, 4, and 5 highlight ways to link school and work through the involvement of such institutions as alternative schools, post-secondary institutions, and the private business sector. Chapters 6 and 7 describe approaches to getting good work placements and involving young people more deeply in programs designed to serve them. Chapter 8 reviews some projects that appear to have the potential for lasting impact on participants and identifies elements that may make programs more effective. Finally, Chapter 9 examines how programs can be replicated in other areas around the country. An appendix provides a directory of the programs described in the report.

113.
Boschen, Kathryn A. (1981, November).

Current methods of measuring client outcomes in rehabilitation programs for the physically disabled. Paper presented at the Joint Annual Meeting of the Scientific Gerontological Society (34th) and the Scientific & Educational Canadian Association on Gerontology (10th), Toronto, Ontario, Canada. (ERIC Document Reproduction Service No. ED 216 268)

employment / program evaluation / vocational outcomes / physically handicapped / vocational rehabilitation

A literature review is presented of client outcome measures in rehabilitation programs for the physically disabled in Canada and the United States. Following an introduction to the changing need for program evaluations and accountability, articles dealing with the traditional outcome measurement system are reviewed that deal with the traditional criterion used to measure program success, i.e., whether clients can obtain gainful employment following participation in a rehabilitation program. The need for new evaluation measurement systems, brought about by changes in the goals and philosophies of rehabilitation, is addressed in a review of new outcome measures that encompass a broad spectrum of issues, including physical functioning, independent living, recreation and leisure, emotional stability, psychosocial development, educational advancement, and vocational potential. Numerous examples of recently developed rehabilitation measurement systems and evaluation research projects are also provided along with comments and critiques of the more promising developments.

114.
Peterson, Michael (1982, December).

Vocational assessment of the visually impaired. Paper presented at the American Vocational Association Convention, St. Louis, MO. (ERIC Document Reproduction Service No. ED 224 987)

visually impaired / evaluation / vocational evaluation

This paper provides a summary of thoughts, resources, ideas, and a review of the state-of-the-art provisions of vocational assessment services for the visually impaired. The paper is organized in seven sections. The first section provides definitions of vocational assessment and the related terms of career assessment, educational/psychological assessment, functional living-skills assessment, and vocational evaluation. Section 2 offers some thoughts about the administration of vocational assessment services and proposes that such services should be a team effort. Entrance criteria for vocational assessment also are discussed. Section 3 defines the purposes and goals of vocational assessment, while the process of vocational assessment is outlined in section 4. Seven approaches to vocational assessment are summarized in section 5. These approaches include the trait approach, the VDARE process, the task approach, the present skills assessment, learning assessment, the teaching approach, and job modification. Section 6 offers guidelines for selecting and administering tests to visually handicapped persons, while the final section summarizes information on psychological tests, work samples, and informal and valuational assessment procedures. Additional sources of information and blank assessment forms also are contained in the report.

115.
Drummond, George, proj. dir. (1985).

Introduction. Postsecondary education/rehabilitation transition for the mildly mentally retarded and the learning disabled (Project PERT). Fishersville, VA: Woodrow Wilson Rehabilitation Center, Department of Rehabilitative Services. (Comp. No. 84.128A - OSERS File No. 82) transition models / Project PERT / Virginia / post-secondary education / vocational education / career guidance / vocational rehabilitation

Initially received from Project PERT was the introduction to their Operations Manual, describing the need to prepare disabled young adults with skills for independence, employment, and successful life adjustment. Statistics document the condition. Transition is defined, as well as the purpose of the project and a conceptual model. The Project PERT Operations Manual has been developed to provide detailed procedures for implementing the activities associated with the Project PERT transition model.

116.
Rhodes, Larry E.; & Valenta, Lee (in press).

Enclaves in industry. In P. McCarthy, J. Everson, S. Moon & M. Barcus (Eds.), School to work transition for youth with severe disabilities. Richmond, VA: Research & Training Center, Virginia Commonwealth University. (Comp. No. 84.023G - OSERS File No. 65)

interagency cooperation / enclaves / supported employment

An important aspect of supported employment is that it challenges service planners and providers to develop alternative service models that fit different disability groups, different industries, and different communities. This chapter presents a service model that relies on cooperation between the private and public sectors to create an organizational structure that supports the employment of individuals with severe developmental disabilities within a competitive environment. This option has frequently been labeled an "enclave", a term that may incorrectly imply a high degree of separation between employees having disabilities and other company employees. While a wide range of alternatives that are possible with this service model are endless, an enclave in its broadest application is a group of individuals with disabilities who are provided with special training and support among nonhandicapped workers in a typical company.

117.
Rhodes, Larry E.; & Valenta, Lee (1985).

Industry-based supported employment: An enclave approach. Journal of the Association for Persons with Severe Handicaps, 10(1), 12-20.

enclaves / supported employment / business and industry / model programs

Most individuals labeled severely handicapped remain unemployed in segregated institutions, activity programs, and work activity centers despite repeated demonstrations of vocational competence. This discrepancy presents a challenge to create alternatives to current services that will provide employment benefits and job security to individuals within the least restrictive environment possible. This article describes a program model that provides ongoing supported employment within a normal industrial setting to six persons previously judged to have severe handicaps. After 1 year, employees have dramatically increased earnings and productivity over previous earnings and national averages, and public costs have declined to one third the costs of alternative state programs.

118.
Mank, David M.; Rhodes, Larry E.; & Bellamy, G. Thomas (1985).

Four supported employment alternatives. Manuscript submitted for publication. (Comp. No. 84.023G - OSERS File No. 65)

supported employment / enclaves / mobile crew model / benchwork model

As a combination of paid work opportunity and ongoing service, supported employment offers challenging flexibility to those responsible for planning and managing community day services for persons with severe disabilities. Differences in service needs, public resources, and labor markets combine to form an unprecedented array of possible program approaches. The purpose of this chapter is to illustrate the variety of supported employment possibilities by describing alternative service models with different organizational features, working conditions, and business specializations. The models described are the supported jobs model, the enclave model, the mobile crew model, and the benchwork model. Table 1 provides a summary of similarities and differences among the models.

119.
Bellamy, G. Thomas; & Wilcox, Barbara L. (1981).

From school to what? Transition services for students with severe handicaps. Center on Human Development, University of Oregon. Eugene, OR: University of Oregon, Center on Human Development. (Comp. No. 84.023G - OSERS File No. 65)

transition / advocacy / parent involvement / special education

Transition services are designed to bridge the gap between school life and adult opportunities. Consequently, the effectiveness of transition services depends in large part on the foundation at each end of the span. This paper offers a view of services in the U. S. and incorporates several suggestions for improvement.

120.
McDonnell, John J.; Wilcox, Barbara; Boles, Shawn; & Bellamy, G. Thomas (n.d.).

Transition issues facing youth with severe disabilities. Parents' perspective. Eugene, OR: University of Oregon, Center on Human Development. (Comp. No. 84.023G - OSERS File No. 65)

job placement / parent attitudes / vocational education / vocational rehabilitation

The present study is an attempt to generate statewide transition planning data from parents of students with severe handicaps. Parents and guardians were asked to project the post-school needs of their sons/daughters and to rank important features of adult service programs for their children.

121.
McDonnell, John; Sheehan, Martin; & Wilcox, Barbara (n.d.).

Effective transition from school to work and adult services: A procedural handbook for parents and teachers. Eugene, OR: University of Oregon, Center on Human Development. (Comp. No. 84.023G - OSERS File No. 65)

transition / parent involvement / career guidance

This handbook is designed to assist families and teachers in the transition process. The purpose is to provide a basic understanding of that process, to present information that will facilitate planning for individual students, and to describe some of the mechanics of arranging post-school services.

122.
Snyder, Robert (1985).

Transition project annual report, 1984-1985. Newark, DE: Transition Project. (Comp. No. 85.158B - OSERS File No. 71)

Delaware / transition models / interagency cooperation / parent involvement / vocational evaluation / vocational training

This document summarizes the activities that have occurred under 4 objectives for Delaware's Transition Project: 1984-1985. The objectives were as follows: 1) to develop a procedural model to coordinate the transition of young people with handicaps from school to work, 2) to increase awareness and understanding of functions and responsibilities of all involved in the coordination and provision of transitional services, 3) to focus on development of vocational assessment programs for schools, 4) to collect follow-up information on recent graduates of special education programs. Also included is a summary that highlights issues raised during 1984-1985.

123.
Larson, Carl H. (1982).

The transition from school to work: A sourcebook for administrators of rural Iowa schools. Fort Dodge, IA: Iowa Central Community College. (ERIC Document Reproduction Service No. ED 226 126)

transition models / vocational education / Iowa / vocational training / rural areas

Intended as a sourcebook for administrators of rural Iowa schools, this report outlines the development and implementation of a school-to-work transition program for rural youth. Part 1 discusses the need and rationale for a program to facilitate the school-to-work transition. Included among the topics addressed in this discussion are an overview of the parameters and goals of vocational and career education, ways of implementing the basic transition concepts, and linkages necessary for a true transition. Next, a planning model is examined that will aid administrators and local school boards in initiating a program that is responsive to the needs of students. Covered in the individual sections of this examination are planning for the implementation of a local transition process (an overview of the planning process, support for planning from area vocational planning councils, a planning model for local schools, coordination of local school and area council plans, and phases of a multi-year plan) as well as implementing a transition delivery model (the model's rationale and philosophy, establishing joint-effort programs, implementation guidelines, financing, center-based curriculum design, programs of instruction, center program offerings, types of programs, and a Center Model Ten Program of instruction).

124.
McCarthy, Henry, (Ed.) (1985).

Complete guide to employing persons with disabilities. Albertson, NY: Research and Training Institute, National Center on Employment of the Handicapped at Human Resources Center.

affirmative action / employer involvement / job analysis / accommodation

This book is written as a practical reference manual for managers involved with implementing corporate programs of equal employment opportunity for handicapped individuals. It is based on the premise that the affirmative action principles and procedures established by the Rehabilitation Act of 1973 represent not only legal requirements but also basic policies of sound personnel management. Throughout the book, the advantages that increased awareness brings to the implementation of affirmative action programs are discussed. Employer awareness is treated as a combination of appropriate sensitivity, information and skill.

There are three sections to the book. Part I answers the "why" of EEO for handicapped individuals by presenting a state-of-the-art summary of issues and regulations affecting individual and corporate commitment to affirmative action. The second section explains the "how" of affirmative action programming. Perspectives associated with appropriate awareness about disability are applied to the various functions of personnel administration. Part III discusses significant resources that would lend support and assistance to the development of the type of affirmative action programming recommended in the first two sections.

125.
Tindall, Lloyd W.; Gugerty, John; & Dougherty, Barbara (1985).

Partnerships in business & education: Helping handicapped students become a part of the Job Training Partnership Act. Madison, WI: University of Wisconsin, Vocational Studies Center.

Job Training Partnership Act / vocational evaluation / vocational training / transition

The JTPA provides new opportunities for handicapped youth to participate in employment and training programs. In order to access JTPA funds for serving these youth, an understanding of the structure of the Act is necessary. In this manual, Section I describes how to participate in JTPA; Section II is devoted to considerations for proposal development; Section III is entitled "Youth Competency Systems"; Section IV, "Issues in Pre-service Preparation"; Section V, "Planning & Program Exhibits"; and Section VI, "Request for Proposal Exhibits."

126.
Biller, Ernest F. (1985).

Understanding & guiding the career development of adolescents and young adults with learning disabilities. Springfield, IL: Charles C. Thomas, Publisher.

learning disabilities / career guidance / vocational education / vocational rehabilitation

This manual of career development for the learning disabled is both theoretical and practical. Drawing on the developmental psychology of Donald E. Super, the author details a career development curriculum that accentuates self-esteem and develops readiness. The book begins with an historical review and a model for classifying learning disabilities. The author then explains the effect on career development of behaviors associated with learning disabilities, applies Super's ideas, and analyzes the poor career adjustment of many learning disabled adults. Career assessment for the learning disabled is explored thoroughly. The final chapter outlines the curriculum through which the objectives discussed earlier in the text can be met. Results of the curriculum's field tests and implementation guidelines are included.

127.
Rudrud, Eric H.; Ziarnik, Jon P.; Bernstein, Gail S.; & Ferrara, Joseph M. (1984).

Proactive vocational habilitation. Baltimore, MD: Paul H. Brookes.

community integration / vocational evaluation / vocational rehabilitation

This book describes the questions to be asked and the process to be used in designing successful vocational habilitation programs for adults with handicapping conditions. Examples of field-tested, proactive alternatives to the problems and difficulties so often encountered in vocational training are provided, and community-referenced programming is emphasized. All the procedures described have been tested and implemented in community-based agencies, and sample forms and suggested instructional formats to help in designing programs and training staff are included. With lists of chapter objectives, question-and-answer exercises, and other instructional features, Proactive Vocational Habilitation can be used as a staff training manual or a college textbook.

128.
Bauman, Mary K. (1975).

Guided vocational choice. The New Outlook for the Blind, 69(8), 354-360.

visually impaired / vocational training / vocational evaluation / employment

Many visually handicapped people never have the opportunity to make an effective vocational choice either because their handicap is, or is thought to be, too limiting, or because they simply cannot picture themselves performing in different types of jobs. Informed vocational choice is not possible unless the individual and those who counsel him are aware of job alternatives as well as the individual's interests, abilities, and those personal qualities that affect job success. The information needed to make a guided vocational choice can be accumulated through an extensive history, vocational and psychological testing, and extended testing with work samples and situational assessment.

129.
Scholl, Geraldine T.; & Schnur, Ronald (1975).

Measures of psychological, vocational and educational functioning in the blind and visually handicapped: Introductory remarks. The New Outlook for the Blind, 69(8), 365-370.

vocational evaluation / visually impaired

This articles is based on the introductory chapters of the forthcoming volume, Measures of Psychological, Vocational, and Educational Functioning in the Blind and Visually Handicapped, being published by the American Foundation for the Blind. The bulk of this manual is comprised of detailed descriptions of all those measures of intellectual functioning, educational measures, preschool measures and measures of social functioning, vocationally oriented measures, objective personality measures, projective personality measures, and additional measures that have been or are currently used in the assessment of blind and visually handicapped children and adults.

130.
Davidson, Terry M. (1975).

The vocational development and success of visually impaired adolescents. The New Outlook for the Blind, 69(7), 314-316, 319.

attitudes / visually impaired / vocational education / vocational training

Through an extensive review of the literature, it was found that visually impaired adolescents are not as vocationally immature as has often been suggested. Cultural patterns of exclusion from certain life and work roles play a very important role in the failure of many visually impaired individuals to enter the mainstream of American life. Improvements in the career education of visually impaired persons do need to be made, but an equally strenuous, well-organized effort to combat negative attitudes toward individuals who are visually impaired also needs to be mounted.

131.
Wurster, Marion V. (1975).

Career education in 1975. The New Outlook for the Blind, 69(4), 155-159.

visually impaired / vocational education / advocacy

The new emphasis in American primary and secondary schools on career education has led to a flurry of activity to insure that blind and visually handicapped students have equal access to the growing literature on learning about and preparing for the world of work. Ohio State University and the State of Texas have begun preparing such materials. The American Foundation for the Blind, through its specialist in career education and its Task Force on Career Education, has played an advocacy role in this movement. A mini-project, in progress, is testing the use of career education units in the curricula of six residential schools for the blind.

132.
Corthell, David W.; & Van Buskirk, Charles (1984).

Continuum of services: School to work. Menomonie, WI: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Research and Training Center.

vocational evaluation / vocational training / transition / federal legislation / interagency cooperation

The purpose of this institute is to help youth with disabilities make the transition from school to work, postsecondary education, or other post school activities. The focus here is on vocational activity and the process and its organizational environment. Networking and collaborative strategies are discussed, as well as student needs, employer needs, and national needs. Interagency cooperation is stressed. A consistent national policy concerning the transition from school to work needs to be established.

133.
National Organization on Disability (1984).

Organizing community partnership programs. Washington, DC: Author.

community partnership programs / National Organization on Disability

This pamphlet describes community partnership programs and the way in which organizations and corporations can support them. Goal setting, dealing with the media, fund raising, working with government agencies, and involving congressional representatives and senators are all discussed.

134.
Murphy, Thomas (1985).

A cooperative model for planning and developing transition services for handicapped youth-report of activities (Vols. 1-2). Santa Barbara, CA: Santa Barbara High School District. (Comp. No. 84.158B - OSERS File No. 69)

transition models / interagency cooperation / vocational education / vocational evaluation / job placement / Santa Barbara / secondary education

The purpose of this 2-year project is to build interagency partnerships which result in collaborative design and delivery of programs and services to handicapped youth in high school and which support their successful transition to adulthood. Three major goals are expected: 1) to build partnership foundations, 2) to develop school-related partnership services, and 3) to develop a structure for post-school partnership services. Activities of this project are described in two volumes.

135.
Tilson, George, Jr.; & Neubert, Debra (1985, March).

Job training and tryout...a post secondary program to assist young adults in the transition from school to work. Paper presented at the National Conference on Secondary Transitional and Postsecondary Education for Exceptional Youth, Boston, MA. (ERIC Document Reproduction Service No. ED 256 089)

vocational education / community integration / transition models / Maryland

The paper describes the background and accomplishments of Job Training and Tryout, a community-based model school-to-work transition project for mildly mentally handicapped young adults in Montgomery County, Maryland. Project history information touches on community linkages, pilot ventures, and initial federal funding. Three major project goals are considered: direct services, refinement of the service delivery model, and dissemination of the model. The project evaluation plan details evaluation questions, data to be gathered, and data collection/analysis procedures for four project objectives: 1) start up activities, 2) employability skills training, 3) employment assistance, and 4) followup services. Accomplishments of the first two project phases are reviewed. Initial observations are recorded, including the fact that the majority of program participants had difficulties taking the Career Maturity Inventory and using public transportation. Unique features of the program are cited, including its postsecondary emphasis and the support of community agencies. The appendices include two charts on cooperating community resources and placements of participants and two data forms: Individualized Employment Success Plan and Client Intake Survey.

136.
Mesa Community College (1979).

Youth employment training program development manual for the special needs student. Mesa, AZ: Author. (Sponsoring Agency: Arizona State Department of Education, Phoenix; Department of Labor, Division of Vocational Education, Washington, DC). (ERIC Document Reproduction Service No. ED 194 775)

vocational education / community colleges / curriculum / employment / Arizona

This youth employment training program manual is one of 3 documents developed in a community college project to meet the career and vocational needs of disadvantaged handicapped youth. The project aimed at assisting them to gain and retain full-time, non-subsidized employment, and consisted of developing and field testing a course curriculum, methods for the identification and recruitment of handicapped students, and career and vocational advising and counseling procedures with the handicapped. The program manual presents the overall goal of the project and its four primary objectives, provides a history of the project, and includes the needs survey which led to its development.

137.
Larson, Carl H.; Lewis, Marvin C.; & McMahill, Janet M. (1982).

Vocational education for special students (VESS). Basic manual. Fort Dodge, IA: Arrowhead Area Education Agency; Learning Research Center; Iowa Central Community College. (Sponsoring Agency: Iowa State Department of Public Instruction, Special Needs Section, Des Moines). (ERIC Document Reproduction Service No. ED 227 346)

community colleges / business and industry / vocational education / Project VESS / employment / secondary education

The Vocational Education for Special Students (VESS) program, structured around local resources and community college vocational programs, makes use of local business in combination with available educational facilities and programs to provide a unique learning experience. The program is aimed at developing job-specific skills that can lead to employment for special needs students. This basic manual, one of 7 documents developed for the VESS program, provides information for teachers and administrators in developing a program for handicapped and disadvantaged students.

138.
Pennsylvania State University, Department of Vocational Education. (1981).

School to work transition skills for disadvantaged youth. Final report. Vocational Technical Education Research Report, 19(3). University Park, PA: Author. (Sponsoring Agency: Pennsylvania State Department of Education, Bureau of Vocational and Technical Education, Harrisburg). (ERIC Document Reproduction Service No. ED 208 166)

disadvantaged youth / employment / vocational education

A project identified those skills that are necessary for disadvantaged youth to make a successful transition from school to work and disseminated resource materials for use in helping vocational educators plan and develop school to work transition skills development programs. Data from a literature search and interviews with vocational educators and employers resulted in the identification of transition skills in the following areas: pre-employment, employment search, and post-employment. These skills were validated by a group of 21 experts in the field and 12 employers. Also identified were materials, approaches, and model programs for delivery of transition skills to disadvantaged youth.

139.
Gutterman, June K.; & Todd, Julie (1981).

Project INTERACT: An interagency linkage system between education and rehabilitation. Columbus, OH: Central Ohio Special Education. Regional Resource Center. Ohio Resource Center for Low Incidence and Severely Handicapped. (Sponsoring Agency: Franklin County Board of Education; Ohio State Dept. of Education; Ohio State Rehabilitation Services Commission). (ERIC Document Reproduction Service No. ED 216 236)

interagency cooperation / vocational education / vocational rehabilitation / Project INTERACT

Project INTERACT was designed to develop a local model linkage system, an interagency effort between the Ohio Rehab. Services Commission (RSC) and the Ohio Department of Education (ODE), Division of Special Education (DSE) to improve the joint delivery of services to severely handicapped students. It was also intended to design and/or modify student prevocational curricula/materials to prepare the severely handicapped to function in the adult world of work. Steps followed to design/implement the referral-based local level linkage system included establishing goal statement; identifying primary agencies and their mandate, purpose, and intent; identifying objectives; selecting committee participants; holding meetings; and followup. The model linkage committee addressed interagency communication, need to identify a continuum of services, and need for model referral procedures.

140.
Cobb, R. Brian; & Larkin, Dave (1983).

Apprenticeship programs and cooperative vocational education. Can they work together for special needs students? Technical assistance services: Illinois special needs populations. Normal, IL: Illinois State University. (Sponsoring Agency: Illinois State Board of Education; Department of Adult, Vocational, and Technical Education, Springfield). (ERIC Document Reproduction Service No. ED 227 276)

apprenticeships / cooperative programs / vocational education

Apprenticeship is primarily a training activity, is administered by the U. S. Dept. of Labor and is probably the oldest systematic form of employment preparation for youth in this country. Cooperative education on the other hand has as its focus an education philosophy, is administered by the Dept. of Education, and is one of the newest forms of occupational preparation that has been established in secondary and postsecondary schools.

Although both of these programs serve students, apprenticeship programs have been inaccessible to women, minorities, and handicapped persons. Vocational cooperative education, while more accessible, also has not met the needs of disabled students. Both for serving all youth and for helping special needs students, some changes should be made in these programs.

Recommended changes include the following: 1) both programs should allow for earlier entrance ages based on individual needs; 2) junior and community colleges should be supported in efforts to begin cooperative education/apprenticeship programs articulated with similar programs on the secondary level; 3) various alternative programs for both apprenticeships and cooperative education should be tried on a community to community basis; and 4) both secondary and postsecondary schools need to be encouraged and reinforced for placing students in work environments depending upon individual requirements; special needs students should be included.

141.
Arrowhead Area Education Agency; Learning Research Center; & Iowa Central Community College (1982).

The community: The vital component. A guide for community participants. Vocational education for special students. Fort Dodge, IA: Author. (Sponsoring Agency: Iowa State Department of Public Instruction, Special Needs Section, Des Moines). (ERIC Document Reproduction Service No. ED 227 352)

Project VESS / community colleges / cooperative programs / special education / vocational education

This guide explains to community and business persons what Vocational Education for Special Students (VESS) programs are and what they will be expected to do as participants in the programs. The guide provides an overview of VESS, which is aimed at providing job skills to disadvantaged and handicapped students through a community college/cooperative education program. It then presents in short summary format the major items that a business person who provides a cooperative work experience for such students needs to know. Topics covered include the following: the role of the training sponsor; roles of various personnel involved; establishment of the program, including the training agreement, insurance, the training plan, and certificates; how to function as a training representative; what students are like; the value of the program; and legal issues, such as the Fair Labor Standards Act and safety.

142.
Gruenhagen, Kathleen A.; & Mohr, Laura L. (1985, March).

A psychovocational evaluation model: A new perspective for testing handicapped students. Paper presented at CEC/NERRC National Conference on Secondary, Transitional, and Postsecondary Education for Exceptional Children, Boston, MA. (ERIC Document Reproduction Service No. ED 255 020)

model programs / vocational evaluation

The psychovocational model, which features a multidisciplinary team approach to composite, ecological testing in planning appropriate career/vocational goals for handicapped students, is described. The model incorporates re-evaluation of each teenaged handicapped student in five areas: 1) intelligence, 2) achievement, 3) social-emotional behavior, 4) interests, and 5) vocational aptitude. The evaluation is used to predict the student's skill potential as well as social and attitudinal adjustments needed for successful future work. Examples of instruments appropriate for use in each of the five areas are cited. The model is intended to provide vocational data that can be incorporated into the written psychological report.

143.
Bowe, Frank; & Rochlin, Jay (1983).

The business-rehabilitation partnership. Fayetteville, AK: University of Arkansas, Arkansas Rehabilitation Research and Training Center. (Sponsoring Agency: National Institute of Handicapped Research (ED), Washington, DC). (ERIC Document Reproduction Service No. ED 236 337)

business and industry / vocational education / vocational rehabilitation / vocational evaluation / cooperative programs

This handbook describes services that rehabilitation has to offer business, outlines how practitioners may approach business with these services, and provides resource information and material that the practitioner may find helpful in this work. Covered in the individual chapters are the following topics: the basic services that rehabilitation can offer business, authority, common questions often asked of rehabilitation practitioners, assessment, recruitment, accommodation and accessibility, compliance, internal mobility, training, supervisor awareness, interventions, government programs, business response, and procedures for making the partnership work.

144.
Kokaska, Charles J.; & Brolin, Donn E. (1985).

Career education for handicapped individuals. Columbus, OH: Charles E. Merrill Publishers.

vocational education / vocational evaluation / independent living / vocational training / business and industry

This book presents career education as a whole life process for all handicapped individuals. Career education is defined as a sequence of planned learning activities that prepare individuals to participate in various occupational, avocational, family, civic and retirement roles. This book furnishes strategies and resources for teaching career skills which will help the handicapped achieve their rightful place in society. Career and vocational assessment and career education for adult learners have been added to this second edition.

145.
Will, Madeleine C. (1985).

Opening remarks. (Conference on Youth with Disability: The Transition Years, Wayzata, MN, June 20-22, 1984.) Journal of Adolescent Health Care, 6(2), 79-83.

transition / OSERS / independent living / employment / interagency cooperation

In her opening remarks to this Conference on Youth with Disability, Ms. Will discusses the administration's commitment to the goal of economic independence for disabled Americans, and the problems with the system as it exists now, fostering dependence by the disabled on social security. Coordination between agencies is important in achieving independence. OSERS has developed a five-part model of the transition process for bridging the school to work years: 1) high school improvement, 2) improvement of employment opportunities, 3) improvement of programs that provide for transition without special services, 4) improvement of time-limited services, and 5) transition to employment with enduring support through development of new programs that offer ongoing services in the work setting.

146.
Turnbull, Ann P.; & Turnbull, H. Rutherford, III (1985).

Developing independence. Journal of Adolescent Health Care, 6(2), 109-119.

independent living

The transition from living a life as others want (dependence) to living it as the adolescent wants to live it (independence) is extraordinarily difficult for most teen-agers and their families. The difficulty is compounded in the case of adolescents with disabilities. In particular, they need training designed to increase their capacities to make, communicate, implement, and evaluate their own life-choices.

The recommendations made in this paper are grounded in the long-standing tradition of "parens patriae" and enlightened paternalism: they seek to be deliberately and cautiously careful about the lives of adolescents with disabilities and their families. They are based on the recent tradition of anti-institutionalism, and they are also consistent with some of the major policy directions of the past 15-20 years. These include: normalization, integration, and least-restrictive alternatives; the unity and integrity of the family; the importance of opportunities for self-advocacy; the role of consumer consent and choice in consumer-professional relationships; the need for individualized services; the importance of the developmental model as a basis for service delivery; the value of economic productivity of people with disabilities; and the rights of habilitation, amelioration, and prevention.

147.
Bellamy, G. Thomas; Wilcox, Barbara; Rose, Heidi; & McDonnell, John (1985).

Education and career preparation for youth with disabilities. Journal of Adolescent Health Care, 6(2), 125-135.

career guidance / employment / transition / special education / competitive employment / supported employment

This paper will review the research implications of several major decisions in the provision of secondary special education and career preparation services for youth with disabilities. The variety of these decisions requires a broad survey approach, rather than an indepth analysis or theoretical treatment of any particular aspect. To provide a framework for such a survey, the authors first propose a way of viewing the outcomes of education and adult services for persons with disability. Factors affecting how well students achieve these outcomes represent critical decisions that must be made during the service process by the student, by his/her parents and teachers, and by the program administrators.

Education and career preparation begin with the earliest schooling and continue throughout life. This paper addresses only that portion of these activities that occur during youth, in the secondary school, and in the transition to work. While education and career preparation during this period encompass activities designed to help students perform adequately in many adult roles, the authors' primary focus will be on the preparation for employment.

148.
Nelson, Richard P.; Fischer, Joe; & Rubenstein, Jan (1985).

Education and career preparation. Journal of Adolescent Health Care, 6(2), 136-140.

career guidance / employment / interagency cooperation / vocational training / advocacy / barriers

A basic tenet of American society holds that children and youth must be appropriately educated to fully participate in the life of the community as adults. Educational programs strive not only to provide the skills necessary for self-support, but also the knowledge of the history and suppositions of our society.

The work group on education and career preparation was comprised of professionals, parents, and a recent consumer of education services. The group approached the task of identifying issues or barriers to the appropriate education and career preparation of youth with disability by means of a nominal process. Thirty-two statements were initially offered by the group members as suggestions for emphasis. Eventually, six issues were designated as primary; many of the remaining issues were incorporated into the discussions.

The work group concluded that the following barriers were responsible for the incomplete education and career preparation received by disabled youth:

1. the categorization of special education students,
2. the lack of access to and availability of existing job training programs,
3. insufficient employment opportunity,
4. the lack of self-advocacy skills,
5. the need to improve and disseminate procedures for secondary special education,
6. inadequate coordination between and among service providers.

149.
Wehman, Paul; & Hill, Janet, (Eds.) (1985).

Competitive employment for persons with mental retardation: From research to practice, (Vol. 1). Richmond, VA: Virginia Commonwealth University, School of Education, Rehabilitation Research & Training Center.

competitive employment / behavioral training strategies / supported employment / transition / parent involvement

The purpose of this paper is to delineate a number of important values which are essential in effective employment programs for persons with developmental disabilities. There are many efforts occurring nationally to create new vocational programs for disabled persons. Hence, it is necessary to articulate key aspects of meaningful employment programs. In this paper we identified the following nine values: 1) employment in integrated settings; 2) decent pay; 3) the need for vocational choices; 4) avoiding "charity" work; 5) vocational training to reflect local labor needs; 6) parent involvement in planning; 7) parent education relative to social security laws; 8) community-based vocational training; and 9) systematically planned transition. These values are described and examples are given of each.

150.
Turner, Ruth (1985).

Project IMPACT. Folder and videocassette. Dallas, TX: Dallas Independent School District. (Comp. No. 84.158B - OSERS File No. 76)

secondary education / transition models / Dallas / career guidance / job placement / Project IMPACT

Videocassette and information folder have been received from this model project. Included on the videocassette is Parent Awareness, Transition Overview, Task Force Mission.

151.
Brady, Michael P.; & Gunter, Philip L., (Eds.) (1985).

Integrating moderately and severely handicapped learners: Strategies that work. Springfield, IL: Charles C. Thomas.

interagency cooperation / vocational training / transition / program development / community integration

The pragmatic approaches presented in this guide show educators and human services personnel how to successfully integrate moderately and severely handicapped citizens into a wide range of normalized community environments and activities. The book brings special attention to research on successful techniques of which service providers often are unaware. Useful forms and other aids to facilitate community program development are included. The contributors, recognized authorities in their respective fields, initially address the personal, social, historical, and administrative aspects of integration. They offer ways to assess the level of school integration and examine models for service delivery in schools and vocational programs. Other sections focus on strategies for planning and implementing individualized programs. Curriculum and instruction are discussed along with programs for developing communication, leisure, and functional academic skills. The closing chapters identify research needs, investigate ways to narrow the gap between research and practice, and explore the future of special education.

152.
Edgar, Eugene; Horton, Bonnie; & Maddox, Mary (1984).

Postschool placements: Planning for public school students with developmental disabilities. The Journal for Vocational Special Needs Education 6(2), 15-18, 26.

interagency cooperation / transition / employment / Washington

Public schools and developmental disabilities agencies share the need to better coordinate transitions from public schools to postschool placements for eligible handicapped students. This study explored the degree of coordination between three school districts and the Division of Developmental Disabilities in the state of Washington. These data were used to make a series of recommendations for improved coordination during the transition from high school to community services.

153.
Wehman, Paul (1982).

Competitive employment: New horizons for severely disabled individuals. Baltimore, MD: Paul H. Brookes.

competitive employment / job placement / model programs / advocacy / parent involvement / Project Employability

This book is about designing and implementing vocational programs that result in placing clients in nonsheltered competitive work environments. The chapters focus on moderately and severely disabled individuals who traditionally have been underserved or excluded from rehabilitation, vocational education, or special education services. All disabilities are included, although the reader will note a clear emphasis on mental retardation and cerebral palsy disabilities.

The training and placement procedures and general philosophy advocated in this text reflect the author's experience with Project Employability, a demonstration project, funded by the Virginia Department of Rehabilitative Services, devoted to job placement of severely disabled individuals. The project has been successful in demonstrating the employability of moderately and severely retarded people. It was partially based upon and stimulated by the work of two special education professionals, Dr. Lou Brown from the University of Wisconsin-Madison and Dr. Frank Rusch at the University of Illinois-Urbana. Both of these educators contributed significantly to the shaping of the author's perceptions of how a job site trainer-advocacy model could facilitate the success of severely disabled workers in nonsheltered work environments.

This text has been written for special education professionals in community service programs, sheltered workshop program personnel, rehabilitation and placement counselors, adult day care center staff, CETA staff, and specialists in developmental disabilities. Rehabilitation and special education undergraduates and beginning graduate students, as well as those students in the vocational education special needs area, should also find this book helpful.

154.
Moon, Sherrill; Goodall, Patricia; & Wehman, Paul, (Eds.) (1985, September).

Critical issues related to supported competitive employment: Proceedings from the first RRTC Symposium on Employment for citizens who are mentally retarded, Richmond, VA. Richmond, VA: Virginia Commonwealth University, School of Education, Rehabilitation Research and Training Center.

supported employment / competitive employment / parent involvement / follow-up studies

There is a national movement in vocational services for persons with severe disability toward industry-based employment with professional support services. This volume is about one of these types of services, supported competitive employment. The major characteristics of supported competitive employment include paid employment, work in normal work settings, and job site training and ongoing support from professional staff to facilitate job retention. In addition, the principle consumers of this vocational service are persons with a severe impediment to competitive employment.

The papers in this volume have been derived from the initial National Symposium on Employment for Citizens with Mental Retardation which the Rehabilitation Research and Training Center held in April of 1984. These articles describe cutting edge issues related to behavioral training in competitive employment programs, parent involvement, school-based programs, and longitudinal training results of competitive employment programs in two states, Virginia and Vermont.

155.
Centre for Educational Research & Innovation (CERI), Organisation for Economic Co-operation and Development. (1983).

The education of the handicapped adolescent: The transition from school to working life. Paris, France: Author.

transition / vocational training / employment / Great Britain / France / Italy / Norway / Sweden

The monograph focuses on the handicapped young adult's transition from school to work. An introductory section considers such obstacles to employment as severe disability and the segregation of many disabled workers into sheltered settings. The objectives of transition and approaches to enhancing employability during the school years are considered in the first section. Section 2 reviews eight transition programs in England, France, Norway, Italy, the U. S. and Sweden. Papers focus on work training, integration of pupils with severe learning problems into normal working life, programs to develop vocational opportunities, employment of the handicapped in industry, the roles and needs of parents of handicapped adolescents, and volunteering as an alternative to work for some handicapped persons.

156.
McLeod, Beverly (1985, March).

Real work for real pay. Psychology Today, pp. 42, 44, 46, 48-50.

vocational training / job placement / attitudes / employment / supported employment

This article considers the trainability and employability of the mentally handicapped and highlights successful transitions to the work world and independence. These accomplishments have happened in part because during the past decade attitudes toward the abilities of people with mental retardation have changed profoundly. Appropriate training involves enhancing real-world coping skills through meticulous behavioral analysis and modification. Obstacles to successful transition are pointed out, such as the welfare system and eligibility rules which actually prohibit work, but recent changes in federal law are alleviating some of the problems. McLeod ends on the note that society cannot afford not to provide training to the mentally handicapped.

157.
National Network for Professional Development in Vocational Special Education (1984, November).

Conference Proceedings from: Enhancing transition from school to the workplace for handicapped youth: The role of vocational education; New Orleans, LA. (Conference Proceedings Document: 2). Champaign, IL: University of Illinois, College of Education, Office of Career Development for Special Populations (OCDSP). (Sponsoring Agency: U. S. Department of Education, Office of Special Education and Rehabilitative Services, Washington, DC.)

vocational education / transition / employment / continuing education / National Network for Professional Development in Vocational Special Education

This document (#2 of 3) describes the proceedings from a conference sponsored by a federally funded project, the National Network for Professional Development In Vocational Special Education. The major objectives of the National Network Project are:

1. to train and update teacher educators regarding current and emerging trends in employment preparation for persons with handicaps, particularly as it relates to improving the transition from school to the workplace for handicapped youth,
2. to disseminate innovative personnel development models and resource materials, and
3. to facilitate collaboration among teacher educators and state and local personnel, in the planning and delivery of personnel development programs.

(See Entry Nos. 168 and 374 for conference documents 1 and 3, respectively.)

158.
Dever, R. B.; Hammond, Sean T.; & Prather, J. Maxine (1985).

Curriculum for classes for severely and profoundly retarded learners. Bloomington, IN: Center for Innovation in Teaching the Handicapped. (Comp. No. 84.158A - OSERS File No. 26)

curriculum / Project COMPETE

In its present form, this curriculum presents a list of tasks and skills that severely and profoundly retarded learners could be taught within the context of the public schools. It does not provide a sequence in which these tasks and skills should be taught, nor does it indicate which tasks and skills would complement which others. Actually the curriculum does little more than set the parameters of instruction in the form of goals and objectives. The present document does not provide an assessment system. In its present state, the curriculum leaves a great deal of room for teacher judgement relative to which objectives should be met first.

159.
Easterday, Joseph R.; & Sitlington, Patricia L. (1985).

Conducting an analysis of community work environments relative to the employment of the severely handicapped. Bloomington, IN: Center for Innovation in Teaching the Handicapped. (Comp. No. 84.158A - OSERS File No. 26)

work environment / transition / job placement / vocational training / labor market analysis

This paper is one of a series dealing with conducting an analysis of community work environments relative to the employment of the severely handicapped. This working paper describes a system of analyzing community work environments ranging from a general labor market analysis of an entire community through an analysis of critical functions for a specific job. The data generated by this system are intended to provide a systematic profile of employment environments crucial to the initial and continued competitive employment success of those classified as severely handicapped, i.e., moderately, severely, or profoundly retarded.

160.
Sitlington, Patricia L.; & Easterday, Joseph R. (1985).

Conducting a labor market trend analysis: Process and results. Bloomington, IN: Center for Innovation in Teaching the Handicapped. (Comp. No. 84.158A - OSERS File No. 26)

Project COMPETE / labor market analysis / employment

This paper is one of a series dealing with conducting an analysis of community work environments relative to the employment of the severely handicapped. This working paper describes the process of using existing information sources to analyze the labor market trends within a given community in order to determine the types of occupations which hold the most promise of employment. Although these sources were used by Project COMPETE to determine target employment areas for the severely handicapped, the same process of labor market trend analysis is appropriate for programs serving all levels of disabled and non-disabled individuals.

161.
Dever, R. B. (1985).

Taxonomy of instructional objectives for developmentally disabled persons: Personal maintenance and development: Homemaking and community life; leisure; and travel domains. Bloomington, IN: Center for Innovation in Teaching the Handicapped. (Comp. No. 84.158A - OSERS File No. 26)

Project COMPETE / taxonomy / independent living

This paper is the second in a series focusing on curriculum for developmentally disabled people. This paper presents the four domains of personal maintenance and development, homemaking and community life, leisure and travel. Many goals and objectives listed in these domains are related to performing work, such as traveling to and from work, and a host of other tasks and skills. Thus, despite the fact that transition from school to work is the primary focus of COMPETE, the other 4 domains took on great significance and had to be developed as well. The result is presented in this paper.

162.
Dever, R. B. (1985).

A taxonomy of instructional objectives for developmentally disabled persons: Vocational domain. Bloomington, IN: Center for Innovation in Teaching the Handicapped. (Comp No. 84.158A - OSERS File No. 26)

Project COMPETE / taxonomy / vocational training / curriculum

This paper is one of a series dealing with curriculum for developmentally disabled people. It contains only the vocational domain from the entire taxonomy. The other four domains (personal maintenance and development, homemaking and community life, leisure and travel) will be published in a separate working paper (Entry No. 161). Many goals and objectives listed in these domains are related to performing work, such as traveling to and from work, arising in the morning, dressing, and a host of other tasks and skills. Although work is not an isolated phenomenon in anyone's life, it was necessary to organize the taxonomy. Consequently, the reader may find that some very necessary tasks and skills are missing from this document. If the work was done well, they will be present in other domains.

163.
Galloway, Charles (1982).

Employers as partners: A guide to negotiating jobs for people with disabilities. Bellevue, WA: Edmark Corporation. (Sponsoring Agency: The Times Mirror Company, California Department of Rehabilitation; and the California Institute on Human Services, Sonoma State University.)

interagency cooperation / employment / Times Mirror Co. / model programs / employer involvement / business and industry

This handbook describes the Employer Accounts Strategy, an approach for negotiating career options for people with disabilities that involves a partnership between an employer and a rehabilitation professional. Using methods developed in the fields of marketing and sales, rehabilitation counselors meet the needs of both employers, who want trained and capable employees, and clients with disabilities, who want meaningful jobs in mainstream settings. The strategy emphasizes the establishment of mutually beneficial arrangements in which a rehabilitation agency offers a package of services to an employer in exchange for improved employment opportunities for the agency's clients. This book is useful for both employers and rehabilitation agencies; it is a bridge between the world of business and the world of rehabilitation.

164.
National Institute for Work & Learning (1978).

The Work Education Consortium Project: A report on the first two years. Washington, DC: Author. (Sponsoring Agency: Department of Labor, Washington, DC.) (ERIC Document Reproduction Service No. ED 228 392)

program evaluation / secondary education / interagency cooperation / business and industry

The Work-Educaton Consortium Project was undertaken to increase and facilitate the transition from school to work. During the first two years of the project, 21 community work education councils were formed. Programmatically, the councils moved into a number of program areas, employing varied strategies and techniques. Among the program areas addressed by the individual councils were the following: development of community volunteer networks; implementation of employability, vocational exploration, and job exposure programs; design and implementation of occupational awareness courses for teachers; development of a labor-management curriculum; and organization of state and regional conferences on the school to work transition and work-education collaboration processes. The project has been quite successful in its attempt to bring leaders from the educational, business, and community sectors together and to help those sectors deal more effectively with youth transition issues. Another key part of the consortium project was the Information Exchange Service. Since its inception, the IES has helped stimulate the development of local work education councils by maintaining a clearinghouse of information and technical assistance resources on work-education initiatives.

165.
Boyce, Douglas A.; & Elzey, Freeman F. (1978).

A study of the vocational adequacy of former special education students following high school graduation. San Francisco: San Francisco Unified School District. (Sponsoring Agency: California State Department of Education, Sacramento). (ERIC Document Reproduction Service No. ED 163 668)

follow-up studies / employment / vocational education / program evaluation / California

A study was made of the effectiveness of the San Francisco Unified School District's Special and Vocational Educational Programs in preparing handicapped students for the work world. 98 high school graduates were divided into two groups--those who had received vocational training (T) and those who hadn't (NT)--and were interviewed along with their parents, employers, and former teachers. Among the findings were that more T than NT graduates had held a job since graduation and that their jobs tended to be of a higher level; that a greater percentage of the NT group were very dissatisfied with their jobs; and that T group workers needed less supervision and on-the-job training than did NT workers. Among the recommendations resulting from the survey were that there be provisions made for earlier detection of handicapping conditions in students at the elementary and junior high levels, and that continual and intensive counseling be provided for handicapped students during high school.

166.
Frederick Burk Foundation for Education (1976).

Living Skills Center for the Visually Handicapped. Career Education Program Project performance reports. San Francisco: Author. (Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, DC.) (ERIC Document Reproduction Service No. ED 160 795) independent living / visually impaired / vocational education / employment / community integration / program evaluation

This annual report for 1975 evaluates the performance of a program conducted by the Living Skills Center for the Visually Handicapped to enable a population of forty blind adults to be easily assimilated into the community and to increase their employability and contribution to society. Progress is assessed for activities in three areas of the six that are required to meet the program objective: 1) living skills, which overall showed significant gains from pre to post test levels, especially in cooking, cleaning, and financial management; 2) vocational training, which used a career development inventory and a vocational hierarchy (that contained four levels through which participants move) to evaluate program participants and which provided job observation and special study sessions such as guest speakers and role playing to prepare participants for employment (15 of 27 participants reached level IV and are either in a work experience program or were then involved in job searching); and 3) recreation skills, which was the least productive area but will hopefully be developed in the future. The program is shown also to have accomplished its goals of serving as a model for other similar projects and of disseminating instructional materials and techniques that it developed.

167.
Ashman, Adrian F.; & Laura, Ronald S., (Eds.) (1985).

The education and training of the mentally retarded: Recent advances. New York: Nichols Publishing Co.

vocational training / vocational rehabilitation / vocational education / behavioral training strategies

In this book the authors have focused on several areas which they consider central to the provision of hope for the present and future generations of handicapped people. For hope to be realized as more than a rhetorical goal, however, it must be accompanied with meaningful educational interventions in academic, social, and vocational areas. This volume is intended for researchers and professionals involved in the education and training of the mentally handicapped people, and for students in graduate and undergraduate courses in the behavioral and medical sciences, and in education. While it is not a "how to" book, the content of most chapters would act as a guide for parents and teachers who recognize a continuum that has pure research at one end, and laissez-faire practice at the other. The authors believe that the contents of this volume fall toward the center of such a continuum, with marginal variation depending upon the contributor's orientation.

168.
National Network for Professional Development in Vocational Special Education (1984, March/April).

Conference Proceedings from: Enhancing transition from school to the workplace for handicapped youth; Denver, CO and Washington, DC. (Conference Proceedings Document: 1). Champaign, IL: University of Illinois, College of Education, Office of Career Development for Special Populations (OCDSP). (Sponsoring Agency: U. S. Department of Education, Office of Special Education and Rehabilitative Services).

transition / employment / vocational training / transition models / secondary education / personnel preparation / National Network for Professional Development in Vocational Special Education

This document (#1 of 3) describes the proceedings from two conferences sponsored by a federally funded project, The National Network for Professional Development in Vocational Special Education. The major objectives of the National Network Project are: 1) to train and update teacher eductors and state education agency personnel regarding current and emerging trends in vocational special education, particularly as it relates to improving the transition from school to the workplace for handicapped youth, 2) to develop and disseminate innovative personnel development models and resource materials in vocational special education, and 3) to facilitate collaboration among teacher educators, and state and local educationl personnel in the planning and delivery of personnel development program. The purpose of this document is to relate the proceedings and discussions from both conferences. Addresses of the presenters and conference participants are included in this document so that readers can contact individuals with similar interests in the area of the personnel preparation and transition. (See Entry Nos. 157 and 374 for conference documents 2 and 3, respectively.)

169.
Wolinsky, Gloria F. (1985).

A JTPA school to work transition program for disabled university students. New York: City University of New York, Hunter College. (Sponsoring Agency: New York State Education Department, Albany.) (ERIC Document Reproduction Service No. ED 255 026)

transition / employment / job placement / vocational evaluation / independent living / New York / Job Training Partnership Act

A program developed at Hunter College of the City University of New York is designed to help handicapped students make a successful transition from school to work. The program provides students with unsubsidized short-term employment in the business sector and allows them to develop appropriate work habits and skills. Six program components are discussed: 1) assessment, 2) job preparation, 3) job development and placement, 4) followup, 5) counseling and resource linkage, and 6) life skills seminars. Examples of two students who participated in the program are cited.

170.
Greenan, James P.; & Phelps, L. Allen (1980).

Policy related problems for delivering vocational education to handicapped learners as perceived by state agency personnel (Policy Research and Resource Series Doc. 2). Champaign, IL: University of Ilinois, College of Education, Leadership Training Institute/Vocational and Special Education. (Sponsoring Agency: U. S. Education Department, Office of Special Education, Division of Personnel Preparation).

policy research / vocational education / interagency cooperation / personnel preparation / program evaluation / attitudes / special education

The purpose of this study was to provide vocational and special education personnel baseline data for determining policy research needs. The data could be used to develop short and long range policy research plans. In this study, policy related problems were defined as those problems which pertain to the delivery of vocational instruction and services to handicapped students which are administrative, organizational, or fiscal in nature. The major objectives of this study were 1) to develop a survey instrument and technique for identifying the policy-related problems which confront state directors of vocational, special and consultants for vocational special needs education, and 2) to identify the major policy-related problem areas and problems. This study was significant because it contributed to the body of knowledge on policy research in vocational and special education. Policy-related problems which inhibit the delivery of vocational instruction and related services to handicapped students were identified. Using this data, SEA personnel may design plans for policy research and activities. The plans will initiate research proposals, studies, and development activities to investigate the various problems. Ultimately, solutions to the numerous policy-related problems may become possible.

171.
Hill, Janet W.; Seyfarth, John P.; Orelove, Fred; Wehman, Paul; & Banks, P. David (1985).

Parent/guardian attitudes toward the working conditions of their mentally retarded children. Richmond, VA: Virginia Commonwealth University, School of Education, Rehabilitation Research and Training Center. (Comp. No. 84.158A - OSERS File No. 32)

parent attitudes / employment / Virginia

As major changes in vocational habilitation strategies are being articulated at the federal level, the attitudes of parents toward the working conditions of their mentally retarded children warrant careful attention. A mail survey was conducted from a representative sample in Virginia of 660 parents/guardians yielding a 47.5% return rate. From demographic and attitudinal information surveyed, a series of one-way ANOVAS showed that parent attitudes toward vocational services for their child was strongly influenced by the developmental level of the child. It was not significantly influenced by age or sex of the child, or the educational level of the parents. Parents and guardians in this sample were generally negative about the changes in working conditions recommended in recent federal policy especially about increased wages. They indicated satisfaction with the current program placements for their children. Most persons indicated a positive attitude toward work for their children but ostensibly not toward competitive employment.

172.
Hill, Janet W.; Hill, Mark; Wehman, Paul; Banks, P. David; Pendleton, Pam; & Britt, Connie (1985).

Demographic analyses related to successful job retention for competitively employed persons who are mentally retarded. Richmond, VA: Virginia Commonwealth University, School of Education, Rehabilitation Research and Training Center. (Comp. No. 84.158A - OSERS File No. 32)

demographics / job placement / follow-up studies / vocational rehabilitation / Virginia

Detailed client demographics are given from a longitudinal examination of a special job placement program (the supported work model) for mentally retarded persons over a six year study period. This investigation also examines the demographic differences in individuals who are maintained in competitive employment over six months versus those individuals who did not achieve a six month work history. Chi square analyses showed significant differences in over six months and under six months retention rates on the following variables; reading skill development (higher retention rates found for persons with more limited reading); differences in types of previous adult programs attended (higher rates for persons from community work crew oriented programs);differences in guardian identities (higher rates for those who did not have a natural parent listed as a primary guardian); and sex differences which approached significant levels(higher retention rates for males). The implications of the findings on the improvement of vocational habilitation efforts are discussed.

173.
McCarthy, Pat; Everson, Jane M.; Inge, Katherine J.; & Barcus, J. Michael (1985, October).

Transition from school to work: Developing the process for individuals with severe disabilities. Techniques: A Journal for Remedial Education and Counseling, 1, 463-472. (Comp. No. 84.158A - OSERS File No. 32)

transition models / vocational training / supported employment / vocational outcomes / community integration / attitudes

This article has outlined a transition process that can be used successfully for the transition of students from school to work. Communities must begin to take the responsibility for including individuals with severe disabilities in their job markets. Often employment is not the outcome of a school program that focuses on academic training and simulated work environments. Individuals must have access to "real" jobs in the "real" settings, with calculated planning for employment upon graduation. The key factors in providing a smooth successful transition for persons with severe disabilities are as follows:

1) developing an individual transition team,
2) conducting a needs assessment of the community,
3) establishing an Individual Transition Plan,
4) providing preemployment training during the school years, utilizing the community-based training,
5) conducting community awareness campaigns as well as providing parent training,
6) placing the individual in a job by the last year of school,
7) providing supportive work services through community agencies when the individual leaves school.

These steps will ensure that employment is the outcome of an appropriate education program for individuals with severe disabilities.

174.
Wehman, Paul; Hill, Mark; Hill, Janet W.; Brooke, Valerie; Pendleton, Pam; & Britt, Connie (1985).

Competitive employment for persons with mental retardation: A followup six years later. Mental Retardation, 23(6), 274-281. (Comp. No. 84.158A - OSERS File No. 32)

job placement / follow-up studies / competitive employment

This paper describes the job placement and retention of individuals with mental retardation that have been working competitively over a six year period. A total of 167 clients with a median level measured intelligence of 49 have been placed into unsubsidized competitive employment. A supported work model of competitive employment was utilized which featured structured placement, job site training by staff, and on-going follow-along through the full period of the client's employment. Over one million dollars has been earned through the six year period by participating clients. The average length of time on the job for all clients has been 19 months; for most clients, this was their first real job. A series of policy recommendations are proposed to make community services more responsive to the potential of people with retardation to work competitively. It is clear that more longitudinal studies of this nature need to be undertaken.

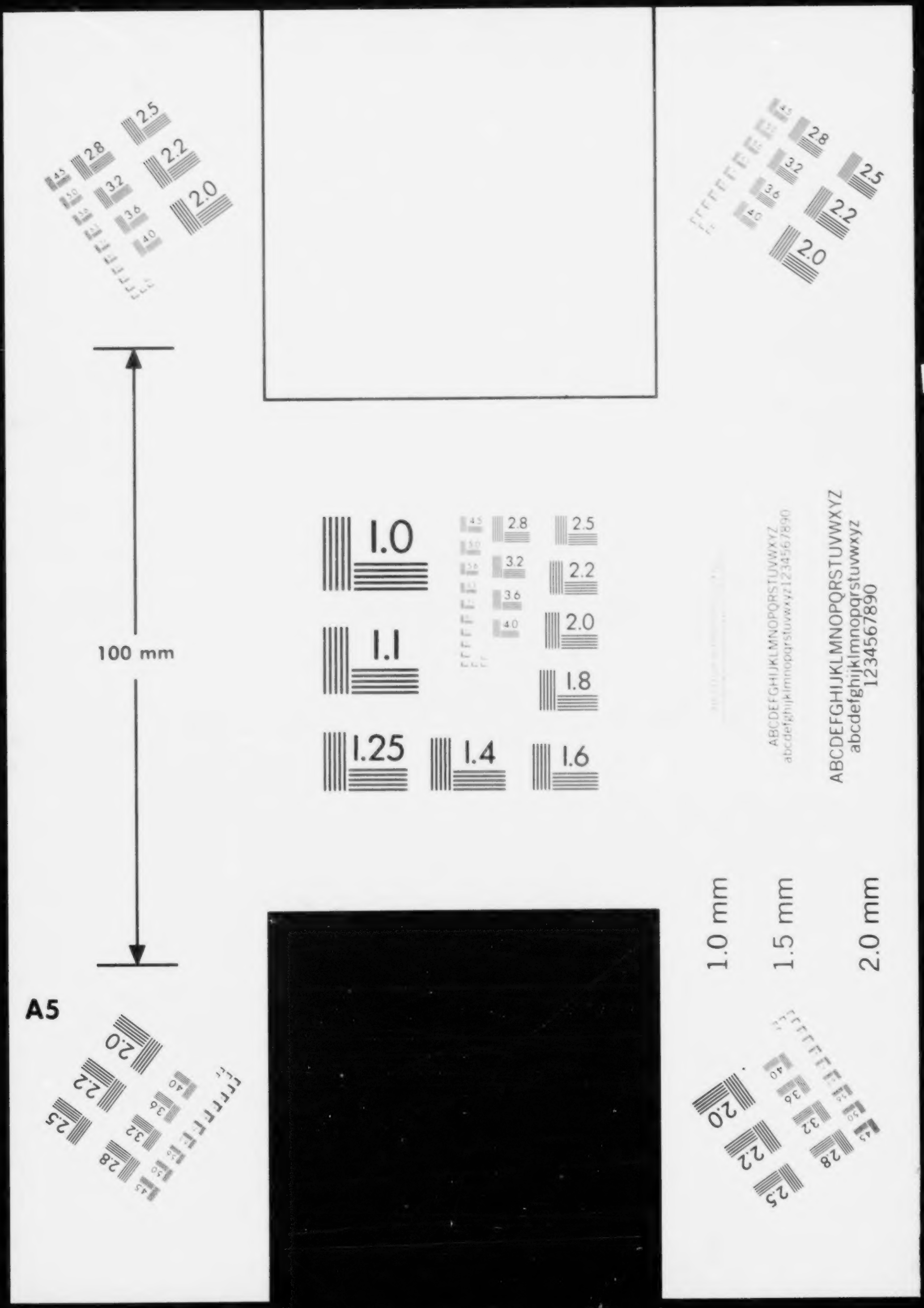
175.
Wehman, Paul; Kregel, John; & Seyfarth, John (1985).

Transition from school to work for individuals with severe handicaps: A followup study. Journal of the Association for the Severely Handicapped, 10(3), 132-136. (Comp. No. 84.158A - OSERS File No. 32)

employment / follow-up studies / Virginia

The present study assessed the employment status of 117 transition age young adults with moderate, severe, or profound mental retardation in Virginia. Data were collected by trained interviewers on variables related to employment level, wages earned, types of jobs, assistance available in job identification and so forth. The findings of this study indicated high unemployment rates of almost 88% with only 14 of the 117 persons holding competitive jobs in nonsheltered work environments. Wage accumulation was very limited. Implications of these results and other similar studies for future programming are then discussed.

4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176.
Wehman, Paul; Kregel, John; & Seyfarth, John (1985).

Employment outlook for young adults with mental retardation. Rehabilitation Counseling Bulletin, 90-99. (Comp. No. 84.158A - OSERS File No. 32)

Virginia / employment / job placement / follow-up studies

A total of 300 parents of mentally retarded young adults were interviewed in Virginia. These young adults had left special education school programs between 1979 and 1983. Of these young adults, 60% were labeled educable mentally retarded, and 40% were considered trainable or severely mentally retarded. The intent of this study was to assess the employment status of these persons. The results indicated that the total unemployment rate was 58%, almost 3/4 of those who were employed earned less than $500 per month, most individuals had never used professional job placement services, and those who were employed had obtained their jobs through family members or friends. It was concluded that school and adult programs need to emphasize much more work in community-based vocational instruction and job placement. Formal transition planning is essential.

177.
Wehman, Paul; & Kregel, John (1985).

A supported work approach to competitive employment of individuals with moderate and severe handicaps. Journal of the Association for the Severely Handicapped, 10(1), 3-11. (Comp. No. 84.158A - OSERS File No. 32)

job placement / competitive employment / supported employment / vocational training / follow-up studies

This article describes the key features of a supported work approach to providing vocational placement and support to persons with moderate and severe handicaps in competitive employment settings. This approach is based on an ongoing longitudinal study of persons with mental retardation who are competitively employed through the Rehabilitation Research and Training Center at Virginia Commonwealth University. The importance of competitive employment is emphasized and the four major components of the supported work approach (job placement, job-site training, ongoing monitoring, and follow-up) are outlined in detail. Specific proposals are made for integrating a supported work approach into community-based adult services and secondary special education programs.

178.
Moon, M. Sherrill; & Beale, Andrew V. (1984, December).

Vocational training & employment: Guidelines for parents. Exceptional Parent, pp. 35-38. (Comp. No. 84.158A - OSERS File No. 32)

parent involvement / vocational training / job placement / career guidance / individual education program (IEP)

This article outlines some steps parents of handicapped children can take during their child's school years to insure that he or she receives the proper kind of vocational training and job placement.

179.
Hill, Mark; Revell, Grant; Chernish, Walter; Morell, JoEllen; White, Jill; & McCarthy, Pat (1985).

Social service agency options for modifying existing systems to include transitional and supported work services for persons with severe disabilities. [Draft] Richmond, VA: Virginia Commonwealth University, Rehabilitation Research and Training Center. (Comp. No. 84.158A - OSERS File No. 32)

human services / employment / supported employment / barriers /interagency cooperation / Virginia / rehabilitation personnel

Research indicates that successful job placement and retention of persons with severe disabilities often depends on the availability of supported employment options which offer job placement, job training, and ongoing follow-along services. This approach requires personnel to serve as job coordinators who can be available on a full-time basis without other agency responsibilities. However, a national trend toward budget reduction limits the latitude of agencies to fund new programs. A compounding problem which may delay the initiation of supported employment is the unclear delegation of agency responsitility. With these obstacles, the task of developing supported work options seems formidable. With creative redistribution of funds and interagency cooperation, efforts have begun in many states to change the current delivery of services so that employment is becoming a reality for adults who have severe disabilities. This paper provides suggestions for agencies ready to change service delivery and it provides case studies of how three Virginia locales have begun to shift resources and make interagency arrangements to make such changes.

180.
McCarthy, Pat; Everson, Jane; Moon, Sherrill; & Barcus, Mike, (Eds.) (1985).

School to work transition for youth with severe disabilities. Richmond, VA: Virginia Commonwealth University, School of Education, Rehabilitation Research and Training Center, Project Transition Into Employment. (Comp. No. 84.158A - OSERS File No. 32)

parent involvement / competitive employment / enclaves / mobile crew model / vocational training / transition / individualized transition plans

This monograph is designed to serve as readings for participants in Project Transition Into Employment (TIE) "train the trainer" course. It covers a broad range of issues and stages in transition for the disabled such as 1) establishing an individualized transition process, 2) parent involvement in the transition process, 3) interagency cooperation, 4) vocational preparation, 5) enclaves in industry, 6) mobile work crews, 7) supported competitive employment, and 8) STP benchwork model. References are included throughout the monograph.

181.
Emer, William H.; & Frink, Catherine B. (1984, Spring).

Hiring the handicapped - what every employer should know. Employment Relations Today, 11, 69-85.

employer involvement / federal legislation / employment

Over the past ten years employers have seen a dramatic increase in legislation and case law affecting employment of the handicapped. While in 1974 only 18 states had laws prohibiting discrimination against the handicapped, by the end of 1982 the number had grown to 45. The scope of these laws varies widely from state to state, and there is no overriding federal legislation for private employers other than government contractors. Consequently, employers are frequently confused about their obligations and limitations under the law. In the midst of this confusion, some principles and guidelines have evolved that employers may rely on in making employment decisions that affect handicapped workers.

182.
Lawrence, John E. S.; & Cook, Thomas J. (1982).

Designing useful evaluations: The stakeholder survey. Evaluation and Program Planning, 5, 327-336.

program evaluation / stakeholder survey

The failure of program evaluations to provide policy decision makers with useful information is a familiar complaint. This paper discusses an approach towards designing and implementing more useful evaluations - the stakeholder survey. Stakeholders are individuls, or groups, who have a direct interest in the program being evaluated. The central premise of the paper is that the information needs of stakeholders should be incorporated directly into the formulation of evaluation objectives, and the design of the evaluation to achieve those objectives. The paper presents a rationale for the stakeholder survey, describes its major components, and reports on the application of the approach in a large program evaluation. Key issues involved in applying the approach are also considered. The evidence from this study suggests that such surveys are not only feasible, but also of considerable value to the evaluation team.

183.
D'Alonzo, Bruno J.; & Owen, Steven D. (1985, April).

Transition services for the disabled: A national survey. Paper presented at the 63rd Annual Council for Exceptional Children Conference, Anaheim, CA.

statistical data / individualized transition plans / transition models / Project INTERFACE / OSERS projects

The purpose of this national survey was to obtain demographic and descriptive data from all U. S. Department of Education, (OSERS) funded projects for fiscal year 1984. These data were compiled and a comparison was made of the 5 categories of OSERS projects.

184.
Pritchett, E. Milo; & Pullman, Robert J. (1985).

Handbook for educators involved in vocationally oriented programming for moderately retarded adolescents. Eau Claire, WI: University of Wisconsin, Department of Education. (Sponsoring Agency: Wisconsin State Department of Public Instruction, Bureau for Vocational Education, Madison.) (ERIC Document Reproduction Service No. ED 243 274)

secondary education / vocational education / program development / parent involvement / vocational evaluation / business and industry

The handbook is designed to help teachers and administrators develop or improve vocationally oriented programs for moderately retarded students. The major topics addressed in the book were identified through a Delphi data gathering approach. Seven sections are arranged in the order that activities should occur in program modification and/or development: rationale for program development; identification of needs; planning considerations; program implementation; role of local business and industry; parent roles; and service agencies' roles.

185.
Domeck, Anne; & Konar, Art, (Eds.) (1982).

Lifelong career development for individuals with disabilites: A resource guide. Cerebral palsy, epilepsy, orthopedic, visual. Columbia, MO: University of Missouri, College of Education. (Sponsoring Agency: U. S. Department of Education, Office of Special Education & Rehabilitative Services, Division of Educational Services, Washington, DC.) (ERIC Document Reproduction Service No. ED 281 516)

independent living / continuing education / career guidance / Lifelong Career Development Model / community colleges

This resource guide, which was developed during the Lifelong Career Development (LCD) Project, provides information and resources of interest to handicapped people, their families, professionals, and others concerned with disability-related issues. (Designed for implementation at the community college level, the LCD model provides a competency-based approach to meeting the career development needs of disabled persons and provides for a greater effort at networking or linking together services.) The guide is organized into five parts which are further subdivided into 35 chapters. Dealt with in the 5 parts are the following topics: general information on disabilities; daily living skills; personal/social skills; vocational/occupational resources; and related resources. In addition to containing general information on disabilities, the guide provides specific information on different disability groups, including handicapped general, cerebral palsy, epilepsy, hearing impairment, mental retardation, orthopedic handicaps, and visual impairment.

186.
Youthwork, Inc. (1980).

School to work transition: Reviews and synthesis of the literature. Research on youth employment and employability development. (Youth Knowledge Development Report 2.5) Washington, DC: Author. (Sponsoring Agency: Employment and Training Administration, Office of Youth Programs, Washington, DC.) (ERIC Document Reproduction Service No. ED 204 601)

Youthwork / educational research / transition / disadvantaged youth / vocational education / business and industry

This volume is one of the products of the "knowledge development" effort implemented under the mandate of the Youth Employment and Demonstration Projects Act (YEDPA) of 1977. Under YEDPA's discretionary authority there have been a number of efforts to better measure the impact of services that facilitate the transition of youth from school to work. The research report provides the analytical foundation for these demonstrations, reviewing and synthesizing from a policy perspective the literature on school to work transition activities. The document focuses on 6 areas: 1) career information, guidance, and job seeking skills, 2) academic credit for work experience, 3) youth participation, 4) private sector involvement, 5) special efforts for high risk youth, and 6) school to work transition efforts for the handicapped. The volume contains literature reviews and syntheses around key policy issues for each of these focus areas. Additionally, it includes the results of special hearings conducted by Youthwork on the needs of high risk youth and the handicapped. Annotated bibliographies, as well as many abstracts, are included in the volume.

187.
Eash, Maurice J.; Hood, Paul D.; Stake, Robert E.; & Shapiro, Jonathan Z. (1985).

Evaluation research and program evaluation: Retrospect and prospect. Educational Evaluation and Policy Analysis, 7(3), 237-252.

program evaluation / evaluation research

This series of papers was an outgrowth of reflections by experienced evaluators on trends and directions in evaluation research over the past 25 years. The two and one-half decades represent a time of greatest growth and activity in evaluation research as an integral part of program evaluation. The authors of these papers represent over 80 years of evaluation practice, their experience coming within the time when the field became a recognized discipline and salient in research and development programs. One area of agreement among the four authors is the changing nature of the field and major rethinking of the relationship among the technical characteristics of the field which have dominated the literature of the field and influenced the training of practitioners. Evaluation research in the early 1960s was heavily focused on a traditional model of science which emphasized isolation of variables for discrete measurement, worked to assess fundamental causality, and stressed objectivity, estimation of chance influences, and findings on outcome variables. A main theme in these papers is the recognition that evaluation research is not a pure objective scientific self-standing activity, but one that interacts with a context and consequently is influenced by the interchanges. The recognition of the importance of the context of evaluation has changed conceptual and technical paradigms and has established the parameters for utilization of fundings. Each of the four papers looks at this theme of context of evaluation research and draws a different lesson.

188.
Leinhardt, Gaea (1977).

Program evaluation: An empirical study of individualized instruction. American Educational Research Journal, 14(3), 277-293.

program evaluation / individual education program (IEP) / Pittsburgh

This study describes the results of 3 years of evaluative investigation of LRDC's program of individualized education. The study was conducted in 7 follow through sites and 3 Pittsburgh area schools. Standardized tests were used as input and outcome measures; questionnaires and videotapes were used to gather information about the classroom processes. The results indicate that over the 3 year period the implementation of the program continued to move toward ideal goals. Extensive data reduction procedures were used and the rationale of usage discussed. Results also point to input as the primary explanation of student end of year performance, though classroom processes contribute a small but consistent amount.

189.
Hardy, Roy (1975).

A limitation of the applicability of interval shift analysis to program evaluation. American Educational Research Journal. 12(4), 544-549.

program evaluation / public schools / interval shift analysis (ISA)

Interval shift analysis was introduced in 1972 as an alternative to hypothesis testing designs for use in program evaluation. This ISA theory has many attributes, but a recent attempt to apply ISA to an actual program evaluation revealed a theoretical oversight which could seriously limit the applicability of this type of analysis to educational program evaluation. The need for more than an ordinal scale represents a serious practical limitation in the evaluation of most educational programs. Research is presently underway to compare the ordinal interval shift index with the more common post-only and gain scores in comparing competing programs and as a dependent variable in a school effects study.

190.
Porter, Andrew C.; Schmidt, William H.; Floden, Robert E.; & Freeman, Donald J. (1978).

Practical significance in program evaluation. American Educational Research Journal, 15(4), 529-539.

program evaluation / public schools

Defining practical significance in program evaluations is a difficult measurement problem, which can only be solved by an intimate familarity with the measures upon which effects are estimated, and their substantive relationship with the goals of the program being evaluated. Past attempts to describe the "size of effect" of instructional programs have characteristically relied on statistical indices that can be estimated and reported without any knowledge of what was measured. This practice is shown to be misdirected. Instead, what is called for is a procedure whereby the substantive instructional intentions of the program, the substantive characteristics of a test, and interrelationship between the two are made explicit.

191.
Braskamp, Larry A.; Brown, Robert D.; & Newman, Dianna L. (1978).

The creditibility of a local educational program. Evaluation report: Author source and client audience characteristics. American Educational Research Journal, 15(3), 441-450.

program evaluation / University of Nebraska

The judged usefulness and objectivity of a simulated evaluation report and client agreement with the report's recommendations were examined as functions of the evaluator's simulated professional background, e.g., "researcher","evaluator," or "art educator" and the client's organizational role status (teachers or administrators). The results suggest that source and audience characteristics influence client ratings of the evaluator but do not effect changes in agreement with the evaluator's recommendations.

192.
Neigher, William D.; & Schulberg, Herbert C. (1982).

Evaluating the outcomes of human service programs: A reassessment. Evaluation Review, 6(6), 731-752.

program evaluation / human services

Measuring client and program outcomes in human services remains as difficult as it is controversial. In the context of changing public funding in many social programs, we offer an assessment of current problems facing outcome evaluation as conceptualized in legislation, as practiced at the agency level and from a systems perspective. The article points out that while research and evaluation are clearly interdependent functions, they operate with differing value, resource, and reward systems when program outcome performance is assessed. We argue for a new balance of effort between the prospective validation of social welfare programs (research) and retrospective program analysis (evaluation).

193.
Schneider, Anne L. (1982).

Studying policy implementation: A conceptual framework. Evaluation Review, 6(6), 715-730.

program evaluation

The conceptual framework presented in this article is intended to be used as a tool to guide the researcher toward identification of the variables that should be included in a study of policy implementation. The concepts presented are, of necessity, quite broad to permit their application across a wide range of policies and agencies. The framework focuses on two main types of concepts: those from which variables can be developed that measure the "amount" or "degree" of implementation and those that can be used to identify the aspects of a policy that need to be incorporated in the study of implementation.

194.
Cho, Dong W. (1981).

Japanese model factory employment of handicapped persons: An economic evaluation. Evaluation Review, 5(4), 427-450.

Japan / employment / model programs / program evaluation / business and industry

Employment needs of handicapped persons have increased in recent years as the handicapped population itself and public policy have begun to promote the integration of handicapped individuals into the mainstream of economic and social life. However, employment systems and policies for handicapped persons have not been responsive to the changing employment needs of handicapped persons. This article identifies the model factory system of Japan as one of the innovative approaches that deserve attention and investigates whether the approach is financially viable and economically efficient. Finally, some implications for employment systems and policies in the United States are presented.

195.
Flynn, Robert J.; & Heal, Laird W. (1981).

A short form of PASS 3: A study of its structure, interrater reliability, and validity for assessing normalization. Evaluation Review, 5(3), 357-376.

normalization / program evaluation / PASS 3

The principle of normalization has become an internationally influential approach to planning and evaluating human services in developmental disabilities, rehabilitation, and related fields. PASS 3, the major standardized normalization-based program evaluation instrument currently in use, now is being applied in several countries to assess the quality of community, residential, educational, vocational, child development, and other programs. In the present study, a short form of PASS 3 was derived and its properties assessed. The short form appears to be a feasible, cost-effective alternative to the long form in many potential evaluation and research contexts. Guidelines for field use are discussed.

196.
Kiernan, William E.; & Stark, Jack A. (Eds.) (1986).

Pathways to employment for adults with developmental disabilities. Baltimore, MD: Paul H. Brookes Publishing Co.

employment / vocational rehabilitation / transition / supported employment / vocational evaluation / job placement / Pathways model / competitive employment

This book addresses the subject that has become a national priority: securing competitive employment for persons with disabilities. This book offers background, models, ideas, and incentives needed to meet the challenge of providing better and more successful opportunites for adults with disabilities.

Central to this book is the new Pathways Model, constructed from a collaborated effort by leaders in the field. Equipped with the statistics, recommendations, and models found in this comprehensive resource, one can learn to: 1) grapple with the problems of persons who have been chronically unemployed, 2) continue to improve the support available to those currently employed, 3) create a variety of opportunities or pathways for those who are now in training and who will soon be searching for an employment program most suited to their needs and abilities, 4) ensure a successful transtion, 5) and anticipate what lies ahead.

197.
Rutman, Leonard (1984).

Evaluation research methods: A basic guide (2nd ed.). Beverly Hills, CA: Sage Publications.

program evaluation / program development / evaluation research / data analysis

Stress in the field of program evaluation is not limited to the level of demand for such activity. In addition, the focus and methods of evaluation are under debate. It is beyond the scope of this book to address adequately the various approaches to program evaluation. This book is concerned with the type of program evaluation that is used to determine the effectiveness of programs, and the dominant approach of the past forms the core of this book. However, the articles do attempt to broaden this approach to some extent by including recent developments in the field.

198.
Datta, Lois Ellin; & Perloff, Robert (Eds.) (1979).

Improving evaluations. Beverly Hills, CA: Sage Publications.

evaluation research / program evaluation /

The four sections of this volume -1) obstacles to evaluation, 2) improving evaluation designs, 3) improving measurement, and 4) the role of evaluation - show connections between evaluation theory and evaluation practice, and among improved theory, improved practice, and enhancement of human lives. References are appended to articles included in each section.

199.
Struening, Elmer L.; & Guttentag, Marcia (Eds.) (1975).

Handbook of evaluation research (Vol. 1). Beverly Hills, CA: Sage Publications.

evaluation research / data analysis / program evaluation

One purpose of this handbook is to provide evaluators with a sample of experts with whom they can communicate as they develop the crucial steps of their studies. More specifically, the handbook provides the type of information that should lead to the consideration of alternative approaches to evaluation and, by virtue of considering these alternatives, to the development of the most appropriate research plan. It is also designed to serve as a textbook for courses in evaluation at the graduate level.

200.
Enderlein, Thomas (n.d.).

A review of career education evaluation studies. (Monographs on Career Education) Washington, DC: U. S. Department of Health, Education, and Welfare, Office of Education.

vocational education / evaluation research / program evaluation

In 1975(?) the Office of Career Education conducted two mini-conferences on the evaluation of career education programs and efforts. The deliberations of the practitioners and consultants who attended the conferences made it quite clear that evidence attesting to career education's effectiveness is still greatly needed. This monograph, then, is an attempt to summarize the results of several existing evaluation studies. The evaluation data will be assessed in the specific areas of career awareness, career decision-making, and academic achievement, and in the general category of other ways to determine program effectiveness. In addition, the monograph will try to provide baseline data-that information necessary to determine where, at this point in time, career education is headed.

201.
Gaylord-Ross, Robert; Gaylord-Ross, Cory; Hagie, Chris; Musante, Penny; & Jameson, Devi (1986).

Considerations and outcomes in transitional supported employment. Washington, DC: U. S. Department of Education, Office of Special Education and Rehabilitation Services. (Comp. No. 84.158A - OSERS File No. 20)

Employment Retention Program / attitudes / supported employment / transition models / job placement / vocational evaluation / job analysis

Factors in conducting successful supported employment activities were addressed. Particular attention was given to the variables of rate demands and staff turnover for placement and training. The one year outcomes of the Employment Retention Program were reviewed. An 81% success rate was reported. Two cases of negative terminations were illustrated. An interpretation of negative terminations was given which stressed the successful behavioral accomplishements of the placement as setting the occasion for future employment success. Finally, supported employment was viewed as an intensive service system which secures employment for individuals who would never have obtained employment under more traditional placement procedures.

202.
Freeman, Howard E.; & Solomon, Marian A. (Eds.) (1981).

Evaluation studies review annual. Vol. 6. Beverly Hills, CA: Sage Publications.

evaluation research / program evaluation / human services

This book is an annual review of evaluation done the last half of the 1970's. The editors suggest that compartively speaking the papers do provide evidence that refutes two prevalent sterotypes about the evaluation field - 1) that evaluation research is shoddy in methodological approach and execution, 2) that evaluations typcially produce either negative, or at best, equivocal findings about programs. This volume reflects developments in the field of evaluation and is uncertain as to what the 1980's hold for it due to the ramifications of reduced and revised domestic program expenditures. This uncertain environment should be kept in mind when reviewing the articles.

203.
Wholey, Joseph S. (1979).

Evaluation: Promise and performance. Washington, DC: The Urban Institute.

federal programs / program evaluation / evaluability assessment

This book shows how evaluators can help government managers and policy-makers to clarify the intent of government programs and to improve program efficiency, effectiveness, and responsiveness. The book presents a strategy through which evaluators can

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federal programs / program evaluation / evaluability assessment

This book shows how evaluators can help government managers and policy-makers to clarify the intent of government programs and to improve program efficiency, effectiveness, and responsiveness. The book presents a strategy through which evaluators can determine what information is likely to be used and purchase sequential increments of timely, useful information on program promise and performance: evaluability assessment, rapid feedback evaluation, performance monitoring, and intensive evaluation. Each component in this "sequential purchase of information" strategy is presented through examples illustrating the evaluation process, a description of the important steps in that process, and a discussion of the problems that occur as evaluators attempt to produce useful information. Finally, managers of evaluation offices are told how they can create demonstrably useful evaluation programs.

204.
Ross, Robert T.; Begab, Michael J.; Dondis, Ernest H.; Giampiccolo, James S., Jr.; & Meyers, C. Edward (1985).

Lives of the mentally retarded: A forty-year follow-up study. Stanford, CA: Stanford University Press.

follow-up studies / San Francisco / employment / community integration / data analysis

A unique study of 80 men and 80 women who (in their childhood in the 1920's and 1930's) were identified as retarded and placed in special classes in the San Francisco school system, this book examines how a group of people with childhood IQ's of less than 80 fared in later life. The result is the largest such study ever made, covering the longest period of time, and presenting a precious set of data that could not be gathered again, given the increasingly strict requirements for informed consent. The subjects were given individually administered intelligence and personality tests, and other information was gathered on their employment history, religious practices, family life, armed forces experience, arrest records, participation in community activities, and recollections of school. Information was also obtained from their spouses and siblings and from a control group of nonretarded peers. The findings refute many widely held beliefs, notably that mildly retarded children who must be placed in special education programs will be failures in adult life and a burden on society. Instead, the study indicates that most adjust adequately to community living, and are reasonably successful and independent as adults.

205.
Rehabilitation Continuing Education Program. Rehabilitation Institute. College of Human Resources. Southern Illinois University (1985, May).

Selected proceedings of region V leadership conference on transition, Chicago, Il. Carbondale, IL: Author.

transition / interagency cooperation / transition models / parent involvement / civil rights / employer involvement

In May 1985 a Leadership Conference on Transition was held in Region V. Many ideas, concepts and expectations were shared among educators, service providers, parents, advocates, and program administrators. The primary goals of the conference were as follows: 1) to discuss major issues and opportunites which must be addressed at the federal, state, and local levels in order to improve transition services for young adults with disabilities, 2) to encourage collaboration in planning and implementing programs to help young adults with disabilities to make a successful transition from school to work and/or independence in the community, 3) to provide information on successful program models and planning processes. Selected presentations are included in this monograph.

206
Shroka, Judith S.; & Schwartz, Stuart E. (1982).

Job placement of handicapped persons: A positive approach. Career Development for Exceptional Individuals, 5(2), 116-121.

employment / labels / affirmative action / employer attitudes / job placement / rehabilitaion counseling

The authors explore the effects of labels on employers' hiring decisions. They suggest that vocational placement personnel avoid using labels of handicapping conditions or any other information that would cause a prospective employer to have negative expectations of a client. They recommend eleven job placement practices to facilitate successful placement of handicapped clients.

207.
Nathanson, Robert B.; & Lambert, Jeffrey (1981).

Integrating disabled employees into the workplace. Personnel Journal, 60(2), 109-113.

job placement / employer attitudes / business and industry

The authors identify seven attitudinal syndromes and the consequent behaviors resulting from them, that often characterize the responses of the business community (management and fellow workers) toward the disabled worker. They state that often subconscious feelings and thoughts affect one's interaction with disabled persons and can have an effect on their social and vocational integration into the business environment. They suggest that to interact effectively with disabled workers, members of the business community need to be aware of their own attitudes and resulting behavior.

208.
Teff, Donald R. (1979).

Placement: The employer's view. Rehabilitation Literature, 40(1), 7-10.

employment / employer attitudes / barriers / Chase Manhattan Bank

The author identifies three barriers to job placement of the handicapped in business and industry: 1) misunderstanding and lack of knowledge about handicapped people, 2) traditional lag between the recognition of a problem and its solution, 3) apathy and disinterest. He suggests practices to counteract each of these barriers and also advocates programs that prepare the handicapped in appropriate attitudes and social skills appropriate to the world of work. The author focuses on such a program, the Institute for Crippled and Disabled Rehabilitation and Research Center's "Placement Preparation Program." This program prepares handicapped clients for job placement by teaching them to anticipate potential problems, attitudes, and situations on the job and to deal with these effectively.

209.
Olshansky, Simon (1977).

Job placement: Another discovery. Rehabilitation Literature, 38(4), 116-117.

job placement / sheltered workshops

The author discusses problems involved in job placement for the severely disabled. The nature of the labor market and the characteristics of the disabled who need job placement are the important considerations, not the absence of expertness and enthusiasm on the part of counselors. He proposes some remedies, such as 1) providing government employment for disabled clients with limited education, limited work experience, and limited potential for upgrading by job skills training, and 2) sheltered shop employment for those who can't get government jobs. He sees graduate training for those who do placement work as not necessarily of importance to being an effective placement counselor. He concludes that if our intention is truly job placement for all--the disabled as well as the non-disabled--we must make a commitment to provide employment for those who can work and want to work, and no longer tolerate intolerable levels of unemployment.

210.
Comer, Ronald C.; & Piliavin, June Allyn (1975).

As others see us: Attitudes of physically handicapped and normals toward own and other groups. Rehabilitation Literature, 36(7), 206-221, 225.

attitudes / physically handicapped

Previous attitude studies indicate a generally favorable opinion of the physically handicapped. However, since the subjects of these earlier studies were either high school or college students, the results may not have been representative of society as a whole. The authors devised a study that would more systematically investigate people's opinions of the handicapped as well as look at previously uninvestigated attitudes of the physically disabled themselves toward both physically normal and other physically disabled persons. They concluded that there are important differences among the attitudes of physically normal and physically disabled people.

211.
Park, Leslie D. (1975).

Barriers to normality for the handicapped adult in the U. S. Rehabilitation Literature, 36(4), 108-111.

normalization / barriers

The author identifies four barriers to normalization for the handicapped: 1) confusion about the social order and national value systems, 2) problems of transportation and mobility, 3) lack of early entry for adolescents into the work system, 4) lack of bioengineering and implemented technology. He proposes the following solutions: 1) effecting change in the value system by demonstrating to the government what can be done for the handicapped through real, working ,effective programs, 2) suggested use of religion as a potential motivating factor in the lives of the handicapped, 3) participants in the rehabilitation movement should clarify their own objectives, accept that doing rehabilitation is both art and science, and know their own craft. 4) suggesting to the handicapped the importance of their own role in influencing how others will perceive them and the next generation of handicapped persons. He concludes that what rehabilitation workers can do for themselves and for the nonhandicapped may be more significant than what they can do for the disabled.

212.
Seethamma, Hampapur N.; & Majumder, Ranjit K. (1979).

New rehabilitation law requires a clearer definition of handicap. Rehabilitation Literature, 40(11-12), 340-341, 368.

federal legislation / identification of handicapped

The authors propose that a problem facing providers of rehabilitation services is a clearer definition of "handicap." They cite the definitions of "handicapped individual" and "severely handicapped person" in the Rehabilitation Act of 1973 and they stress the need to distinguish between the concepts of "disability", "handicap", and "impairment." They identify five factors surrounding "handicap" -- physical/mental impairment, individual abilities, disability, societal barriers, major life activities--and schematically demonstrate the relationship among them.

213.
Cooper, Bruce S. (1977).

Occupational help for the severely disabled: A public school model. Rehabilitation Literature, 38(3), 66-74.

secondary education / Project HELP / New Jersey / employment / vocational training / vocational evaluation / job placement

It appears that a small, personalized, and well-structured occupational training program for the severely handicapped has great potential. Project H.E.L.P. (Handicapped Employability Learning Program) was designed to provide occupational training for young adults who are severely and multiply handicapped in the public schools. The project tested a new model of counseling and training the handicapped, one based on a six-step procedure: conferring, assessing, placement, training, evaluating, and referring-releasing. Claims for the success of this Project should be cautious. Only a longitudinal study of these students will allow us to learn of the utility of programs like H.E.L.P.; only the transfer of similar projects to other school districts (more urban, less urban, perhaps) will indicate the generalizability of these findings and the applicability of the model.

214.
Ryan, Patricia A. (1979).

Widening their horizons: A model career development program for severely physically disabled youth. Rehabilitation Literature, 40(3), 72-83.

New York / model programs / physically handicapped / vocational education / career guidance / employment

Theoretical and practical considerations for providing severely physically disabled youth access to experiences in the natural process of vocational development and career planning are presented. Described is a comprehensive career development program developed by the Vocational Services Department of the Institute of Rehabilitation Medicine in New York. The Summer Work Program offers disabled youth opportunities for meaningful, paid work experiences coupled with career education and vocational guidance services. In the 11 years since its inception, hundreds of disabled youth have been able to develop and improve their capacity to make maximum use of education and training, clarify their occupational interests, and enhance their employability. In 1975 the Summer Work Program received the Program of the Year Award from the Metropolitan Chapter of the National Rehabilitation Association.

215.
Hunter, Patricia N.; & Zuger, Rosalind R. (1979).

Easing the transition from school to work for students with severe physical disabilities: A summer work experience. Rehabiliation Literature, 40(10), 298-304.

New York / employment / physically handicapped / model programs / vocational education / career guidance / attitudes

Disabled young people often do not have the opportunity to develop a strong vocational identity because of their lack of participation in summer employment or other work experiences. The Placement and Job Development Department at the Institute of Rehabiliation Medicine in New York designed and implemented an ongoing summer employment program in the private sector in 1974 to provide severely physically disabled high school and college students with meaningful paid work experiences and the opportunity for integration into the normal work world, and the enhancement of skills, work habits, and knowledge of jobs. Pilot study findings support informal evidence that the program affects the vocational development of the participants. Companies consistently report increased awareness and sensitivity among their staff as a result of hiring a disabled summer worker. The program described in the article can be successfully replicated elsewhere and expanded to include other disability groups.

216.
Wehman, Paul (1975).

Toward a social skills curriculum for developmentally disabled clients in vocational settings. Rehabilitation Literature, 36(11), 342-348.

vocational training / social skills / transition / curriculum

A curriculum of social skills necessary for successful vocational adjustment is proposed for developmentally disabled clients. The curriculum is presented in a concise format of four hierarchically sequenced levels of increasing complexity. The four levels are: personal care level, primary interaction level, job and community survival level, and advanced interaction level. Relevant supportive research is reviewed as the underlying basis of a valid social skills curriculum. A functional analysis approach is suggested as a strategy for rehabilitation professionals to utilize in implementing the curriculum in vocational training centers.

217.
Tseng, M.S. (1975).

Job performance and satisfaction of successfully rehabilitated vocational rehabilitation clients. Rehabilitation Literature, 36(3), 66-72.

vocational rehabiliation / employment / employer attitudes / job satisfaction /

Occupational functioning of those disabled employees who had been successfully rehabilitated by a state Vocational Rehabilitation agency and who were gainfully employed was investigated through the data collected from 65 such clients and 75 employers. While the employers as a group were considerably satisfied with their disabled employees in terms of work personality and proficiency and overall performance, the disabled employees themselves expressed moderately high degree of job satisfaction, attitude toward work, and self-acceptance. In comparison to their respective employers' ratings, the disabled clients tended to overestimate their own personal quality as measured by an 11-item work personality scale.

218.
Byrd, E. Keith; Byrd, P. Dianne~~; & Emener~~, William G. (1977).

Student, counselor, and employer perceptions of employment of severely retarded. Rehabilitation Literature, 38(2), 42-44.

job placement / counselor attitudes / employer attitudes / student attitudes

Concern for rehabilitation of the severely disabled, and placement of this client population, prompted the present study reflecting differences in perceptions by employers, counselors, and students. Severe disabilities were listed and the three samples were asked how they perceived the employability of persons within each of the disabilities. Disabilities were listed in order by mean score for all three samples and paired comparisons of the samples were made between employers-students, employers-counselors, and counselors-students. Perceptions of employers and counselors were relatively close. Students' perceptions differed from those of employers.

219.
Noble, John H., Jr. (1977).

The limits of cost-benefit analysis as a guide to priority-setting in rehabiliation. Evaluation Quarterly, 1(3), 347-380.

cost effectiveness / rehabilitation / program evaluation / federal legislation

Policy makers and program managers concerned with targeting resources to meet the rehabilitation needs of the nation cannot rely on the backlog of 18 cost-benefit studies to decide among alternative kinds and amounts of investment. Overly simplistic forecasting of the future earnings of rehabilitants, the insufficiencies of data concerning the benefits and costs of rehabilitation, and the extreme sensitivity of the cost-benefit model's results to its untested underlying assumptions argue against priority-setting based on intuitively appealing class-specific calculations that appear to show greater rates of return for investments in some kinds of disabled persons over others. Until substantial upgrading of the state of the art along certain recommended lines takes place, the political process looks like the only sensible and fair way to approach choice and the assertion of priorities.

220.
Bates, Paul; Renzaglia, Adelle; & Clees, Tom (1980).

Improving the work performance of severely/profoundly retarded young adults: The use of a changing criterion procedural design. Education and Training of the Mentally Retarded, 15(2), 95-104.

changing criterion procedural design / productivity

This study demonstrated the viability of using a changing criterion procedure for increasing the work production rates of three severely/profoundly retarded workers. In all three studies, the workers' production rates increased from unacceptable levels to performance levels well above minimum rates for sheltered employment. Additional aspects of interest in these studies included the utilization of a self-administered reinforcement system, improvements in task attention, and enhanced work production quality. The three experiments presented in this article provide a demonstration of program control through multiple replications of a changing criterion design.

221.
Hill, Janet W.; Wehman, Paul; & Pentecost, Julian (1980).

Developing job interview skills in mentally retarded adults. Education and Training of the Mentally Retarded, 15(3), 179-186.

job interview / changing criterion design / social skills / job placement

A preparatory job interview training program was designed for moderately retarded clients based upon behavioral needs selected by staff involved in job placement of this population. The results of this program are presented with 4 moderately retarded clients through a changing criterion design including two generalization probes in a community setting. The program demonstrates that mentally retarded clients may lack simple prosocial behaviors useful during job interviews such as orienting to the interviewer, good posture, and appropriate verbal responses. The results suggest, however, that these behaviors can be gained through systematic instruction and may be generalized to novel situations.

222.
Crain, Emma Jo (1980).

Socioeconomic status of educable mentally retarded graduates of special education. Education and Training of the Mentally Retarded, 15(2), 90-94.

Missouri / follow-up studies / employment / educable mentally handicappped / data analysis

The economic status of 130 EMR graduates of Special School District, St. Louis County, Missouri, was investigated. The graduates were randomly selected from the classes of 1962, 1965, 1968, 1971,1974, and 1977. Current occupational data were collected and recorded from occupational records. Personal telephone interviews with each of the 130 individuals were conducted. Results showed that 68% of the individuals were in the civilian labor force. Of individuals in the labor force, only 7.9% were unemployed and the majority were earning a yearly income of approximately $7,000. Only one individual of the employed category was earning an income at poverty level. 63% held unskilled and semiskilled jobs. Of the variables age, sex, race, IQ, and vocational training, age was the only variable found to be related to wage, i.e., the older the individual, the higher the wage.

223.
Zane, Thomas; Walls, Richard T.; & Thvedt, John E. (1981).

Prompting and fading guidance procedures: Their effect on chaining and whole task teaching strategies. Education and Training of the Mentally Retarded, 16(2), 125-135.

behavioral training strategies / chaining / career guidance

Several successful training techniques for teaching complex behaviors to the retarded have included chaining, whole task, prompts, and consequences. However, little has been learned in terms of how these different instructional methods interact with each other-that is, how the use of guidance procedures effect the efficiency of chaining and whole task. The present study compared the efficiency between two pairs of training methods: (a) backward chaining preguidance and (b) whole-preguidance. Results indicated that preguidance procedures were superior to postguidance in terms of total training time and total errors. The trend favoring preguidance was evident for both backward chaining and whole task, and for the moderately and severely retarded subjects.

224.
Alper, Sandra (1981).

Utilizing community jobs in developing vocational curriculum for severely handicapped youth. Education and Training of the Mentally Retarded, 16(3), 217-221.

competitive employment / community integration / curriculum / behavioral training strategies

Systematic and replicable procedures for developing community-based vocational curricula for severely handicapped persons are presented. A basic assumption is that the determination of vocational curriculum (i.e. the determination of what skills to teach) lies in the local community and is based on the demands of competetive employment settings.

225.
Sandler, Allen; & Thurman, S. Kenneth (1981).

Status of community placement research: Effects on retarded citizens. Education and Training of the Mentally Retarded, 16(4), 245-251.

social skills / community integration / research methodology

Recent studies related to community placement of mentally retarded persons are reviewed. Analyses of studies measuring direct behavior change as well as those based upon clinical and qualitative methods are included. The need for additional studies employing both types of methodologies is stressed. In addition, it is suggested that in future studies researchers pay particular attention to both client and setting characteristics and how these characteristics interact to bring about maximum adaptation and habilitation of clients.

226.
Bradley, Loretta J.; & Warrenfeltz, Rodney B. (1981).

The job module: An alternative approach to contract procurement, training, and curriculum development. Education and Training of the Mentally Retarded, 16(4), 288-293.

job module / job placement / work activity center

The work activity center (WAC) has been severely criticized in recent times for its inability to provide clients with an adequate work component. The focus of this criticism is on the lack of quality and remunerative subcontracts and the inability of WAC to combine production and training to satisfactorily meet the developmental needs of the clients. This paper is an attempt to address these problems by proposing a new model which can be utilized by WAC. The model is based on the job module which is a work task utilized in training, curriculum development, and subcontract procurement. The goals of the model include the development of (a) a competent workforce, (b) a contract procurement, and (c) a training curriculum.

227.
Rossi, Peter H. (1978).

Issues in the evaluation of human services delivery. Evaluation Quarterly, 2(4), 573-599.

program evaluation / human services

There is general agreement that human services are difficult to evaluate. This article points out some of the sources of this difficulty. A strategy for the evaluation of human services delivery is proposed consisting of several steps, in which the underlying theory is first tested, next the ability of any system to deliver the services in question, and finally whether given delivery systems can deliver a relatively pure version of the service.

228.
Gaylord-Ross, Robert (in press).

The role of assessment in transitional, supported employment. Manuscript submitted for publication. (Comp. No. 84.158A - OSERS File No. 20)

vocational evaluation / work environment / supported employment

This paper examines the role of assessment in supported employment programs. Emphasis was given to the repeated measurement of vocational performance rather than episodic, summative instruments. Data gained from secondary work experiences were viewed as invaluable assessment information for determining the vocational abilities and preferences of disabled youth in transition. The types of information that may be gathered in assessing placements, resources, and on-the-job performance were described within an ecological framework. Issues were suggested for the long-term, career development of persons with serious vocational handicaps.

229.
Comptroller General of the United States (1974).

Federal programs for education of the handicapped: Issues and Problems; Report to the Congress. Washington, D. C.: Author. (ERIC Document Reproduction Service No. ED 107 019)

program evaluation / special education / vocational education / vocational rehabilitation

This is a report on Federal programs for the handicapped in special education, vocational education, and vocational rehabilitation. Recommendations include systematic data collection and elimination of inequities in funding.

230.
Clarcq, Jack R.; & Maruggi, Edward A. (1975, December).

Innovations in vocational education: Meeting the needs of the handicapped--an emerging responsibility. Paper presented at the Annual Meeting of the American Vocational Association, Anaheim, CA. (ERIC Document Reproduction Service No. ED 120 535) program evaluation / job placement / vocational education / hearing impaired

To meet the needs of the handicapped, vocational training programs for handicapped people should provide individuals with technical, personal, social, and communicaton competencies. As competition for federal funds becomes more acute, questions will increasingly focus on program effectiveness. Data on young deaf adults, even with professional or advanced training, reveal underemployment, low wages, and greater unemployment than their hearing counterpart. Consequently, vocational training programs must respond with sound program planning and evaluation.

231.
Staats, Elmer B. (1976).

Training educators for the handicapped: A need to redirect federal programs. Washington, D.C.: Comptroller General of the United States (Report to the Congress by the Comptroller General of the U. S.). (ERIC Document Reproduction Service No. ED 128 988)

program evaluation / federal programs / vocational evaluation / teacher education / vocational education

Reviewed are the programs administered by the Office of Education, Department of Health, Education, and Welfare to train educators of the handicapped with emphasis on the increasing need for training of regular classroom teachers to deal with handicapped students and the need for vocational education for the handicapped. Outlined are needs for improved evaluation and dissemination of information resulting from special developmental projects.

232.
Hill, Janet W.; Wehman, Paul; & Kochany, Linda (1979).

Development of a community based pre-employment program for moderately and severely retarded adults. Rehabilitation Literature, 40(11-12), 330-335.

community integration / job placement / vocational training / employment / independent living / Virginia / Project Employability

The authors discuss the design and implementation of a community based training program for mentally retarded adults. The program was a cooperative effort between an adult activity center and Project Employability, a project funded by the Virginia Department of Rehabilitative Services. Their efforts focused primarily on job preparation, training and placement, and on functional independent living skills. The program had three components: 1) an industrial unit to prepare clients for sheltered workshop entry, 2) a skill acquisition unit to prepare clients for entry into the pre-employment unit, 3) a pre-employment unit to prepare clients for actual job placement in food services, janitorial or utility-type jobs. During the first four months of this cooperative effort, five clients were placed in competitive employment. A long-term evaluation of the program's effectiveness is planned over a two-year period.

233.
Linthicum, Somervell (1977).

Technical training for the severely disabled: A model. Rehabilitation Literature, 38(11-12), 373-375.

interagency cooperation / vocational training / model programs / job placement / computer programming

The author presents a model for providing technical assistance for the disabled based on the cooperation of rehabilitation, business, education, and the students themselves. The programs he discusses were designed to identify, train, and place disabled persons as entry-level computer programmers. He mentions the factors needed to make such programs successful and suggests the extension of the model for application to other occupations in addition to computer programming.

234.
Usdane, William M. (1977).

Comments: Subsidized extended employment plus intensive placement activity. Rehabilitation Literature, 38(4), 118-119.

job placement / sheltered workshops / Projects with Industry

The author discusses the importance of professional placement assistance within the sheltered workshop in helping the severely disabled make the transition to regular employment. He also discusses college graduate placement, modification to graduate curricula concerned with training counselors, experimental programs in training, and research in placement to assist both counselors and potential employers of the disabled.

235.
Bernstein, Gail S.; & Karan, Orv C. (1979).

Obstacles to vocational normalization for the developmentally disabled. Rehabilitation Literature, 40(3), 66-71.

normalization / vocational rehabilitation / vocational evaluation / barriers

The authors discuss obstacles to vocational normalization for persons with severe handicaps. Many of these persons have been considered as not having enough potential to obtain and keep a job. While this is sometimes the case, it is also true that there is often a lack of fit between available rehabilitation services and client needs. Experiences with the Crisis Intervention Project have demonstrated that simply focusing on client needs without also considering the broader interactive system of which they are a part--parents, friends, social institutions--that contributed to the client's problem behaviors was shortsighted. They also discuss the professional preparation of vocational rehabilitation counselors, their current role and function, administrative policies, and the ineffective use of available technologies as contributors to this situation. They suggest that only a major restructuring of social attitudes toward, and services for, the developmentally disabled, will remove the obstacles to vocational normalization now present.

236.
Van Vechten, Doris; & Pless, I. Barry (1976).

Housing and transportation: Twin barriers to independence. Rehabilitation Literature, 37(7), 202-207, 221.

physically handicappped / barriers / housing / transportation / independent living

The authors focus on the difficulties of obtaining accessible housing and public transportation for the physically handicapped young adult. They report the results of a survey conducted in upstate New York to examine the needs of its physically handicapped population, with a focus on the 20 to 50 year age group. Researchers determined that 40% of residences required some architectural modification to facilitate everyday living, and 77% of persons were unable to use public transportation in its current form. Among the authors' recommendations are 1) the education of the public to increase their awareness of the problem, and 2) a rallying of the disabled together into vocal consumer pressure groups to provide themselves with a needed power base to bring attention to their needs.

237.
Newman, Joseph (1976).

Faculty attitudes toward handicapped students. Rehabilitation Literature, 37(7), 194-197.

barriers / post-secondary education / attitudes

The author reports the results of a study undertaken by the University of Pittsburgh to determine the accessibility of the campus to the handicapped. Of the three parts to the study the author reports only the attitudinal findings. 98% of the teaching faculty who responded to the survey favored admitting handicapped students and were willing to participate in efforts to accommodate them. The majority of the faculty saw the limiting features of the handicap to be imposed by external factors, while only 35% considered the limitations as residing within the individual. The results of the student questionnaire seemed to indicate that handicapped students tended to minimize problems associated with their handicap and focused on problems that a nonhandicapped student might cite. The researcher believed that while these students were sensitive to be different and wanted to be inconspicuous, efforts to remove architectural barriers served to publicize their situation. The author concludes that equal educational opportunity for the handicapped is more a problem for the nonhandicapped than the handicapped.

238.
Lazar, Alfred L.; Stodden, Robert L.; & Sullivan, Neil V. (1976).

A comparison of attitudes held by male and female future school administrators toward instructional goals, personal adjustment, and the handicapped. Rehabilitation Literature, 37(7), 198-201.

attitudes / school administrators

There is increasing interest among regular and special educators in mainstreaming a large portion of the handicapped into the regular school program. To do so successfully would depend on the acceptance and understanding of school administrators in all areas of policy-making. The purpose of the study was to obtain data about the attitudes of future school administrators. The study found that 1) the sex of the subject made no difference in measuring social adjustment, acceptance of the handicapped, and the nature of instructional goals involved, 2) persons accepting and nonaccepting of the handicapped share the same instructional goals of a cognitive nature, and 3) persons who scored as accepting of the handicapped were better socially adjusted than those scoring as nonaccepting, but were not statistically different.

239.
Wehman, Paul (1978).

Vocational training of the severely retarded: Expectations and potential. Rehabilitation Literature, 37(8), 233-236, 256.

vocational training / job placement

The author's intent is to familiarize rehabilitation administrators, counselors, and workshop supervisors with the behavioral expectations and vocational potential of the severely retarded. He discusses the behavioral characteristics of the severely retarded, work skill expectations, social behavior in vocational settings, and the components of an effective vocational training program for the severely retarded. He advises rehabilitation counselors to develop a behavior orientation rather than a psychometric test orientation. He concludes by evaluating the vocational training potential of the severely retarded and by noting the problems and possible solutions to job placement difficulties.

240.
Black, Toby Joanne (1976).

Where do I go from here? The involvement of vocational rehabilitation and occupational education with the learning disabled in North Carolina. Rehabilitation Literature, 37(6), 168-171.

learning disabilities / vocational rehabilitation / North Carolina / secondary education / vocational evaluation

The author discusses the many problems involved in providing adequate vocational rehabilitation and occupational education to learning disabled students in the public schools. Using two case studies as a base, she explores the difficulties experienced by students whose learning disability is not diagnosed until adolescence. She explores the vocational rehabilitation and occupational education services available in North Carolina, discusses what is being done for learning disabled students there, and proposes what can be done to identify and meet the needs of the learning disabled student more effectively at an earlier age.

241.
Richardson, Nils; & Krieger, Nancy (1976).

An evaluation of vocational placement success at a comprehensive rehabilitation center. Rehabilitation Literature, 37(8), 237-241.

job placement / vocational rehabilitation / competitive employment / Projects with Industry / follow-up studies

The article evaluates the placement success at a comprehensive rehabilitation center. Over a 2 year period, 144 clients of the Easter Seal-Goodwill Industries Rehabilitation Center were placed in competitive employment by the Projects with Industries (PWI) program at the Center. Two sets of follow-up interviews were conducted on most clients, with some loss due to death, refusal, institutionalization, and disappearance. The study was designed to assess the employment success of Center clients as measured by employment status at the time of interview and by percentage of time employed since first job placement. Clients reported 1) more than adequate adjustment to their handicap, 2) a general decline in the helpfulness of their home environment that was not statistically significant, 3) the jobs they could perform were not very available. At the time of the second interview, 50% of the clients were working full-time and 42% had been employed for a high percentage of the time encompassed by the study. Although the authors reported a decline in employment success between the first and second interviews, the decline was not significant.

242.
Olshansky, Simon (1976).

Counseling, state vocational rehabilitation agencies, and related matters. Rehabilitation Literature, 37(9), 263-268.

rehabilitation counseling / vocational rehabilitation / job placement

The author identifies four populations served by state vocational rehabilitation agencies and discusses the different strategies needed to serve them. He challenges the prevailing assumption that almost all disabled people who seek vocational rehabilitation services need and/or want counseling. He accuses many counselors of having little capacity for compassion and believes that political and bureaucratic needs dominate the performance of state vocational rehabilitation agencies. He comments critically on the successes and failures of the "talking" therapies of psychiatrists, social workers, and counselors. He observes that state agencies are not equipped to offer an acceptable quality of counseling services and that most of their clients don't want it. He concludes by stating his current concerns regarding the practice of rehabilitation and recommends an empirical approach to solving problems in rehabilitation.

243.
Stufflebeam, Daniel L.; & Shinkfield, Anthony J. (1985).

Systematic evaluation: A self-instructional guide to theory and practice. Boston, MA: Kluwer-Nijhoff Publishing.

program evaluation / human services

This book is intended for use by a broad range of persons who are concerned with assessing, assuring, or improving the quality of human service programs. Various groups can use the book to develop a broad view of the approaches that are available for evaluation of programs, and they can use it to develop a basic level of proficiency in applying one or more of the approaches. The material provided throughout the book is relevant for evaluating programs, projects and materials in education, health, and welfare. References are appended to each chapter.

244.
Sigelman, Carol K.; Flexer, Robert W.; Spankel, Cynthia L.; & DeSanctis, Michael (1979).

Rehabilitation's partnership with the schools in vocational programming for handicapped youth: A survey. Journal of Applied Rehabilitation Counseling, 10(4), 208-213.

curriculum / vocational rehabilitation / secondary education / Texas

In an investigation of school-rehabilitation partnerships in vocational programming for handicapped youth in Texas, questionnaires completed by each of four key staff members in 69 work-study programs were analyzed. The study identified typcial divisions of labor among school and rehabilitation personnel and perceived strengths and weaknesses of programs. The data pointed to close working relationships between the two figures most responsible for day-to-day programming-the vocational adjustment coordinator and the rehabilitation agencies and for future rehabilitation-school cooperation were discussed.

245.
Kurz, Frederick W. (1979).

Correlates and predictors of absenteeism among sheltered workshop employees. Journal of Applied Rehabilitation Counseling, 10(4), 219-223.

absenteeism / competitive employment / sheltered workshops

The purpose of the study was to examine how some factors strongly related to absenteeism in competitive employment are related to absenteeism in sheltered workshop settings. A secondary aspect was to estimate the best predictors(s) of absenteeism from the independent variables studies. Results showed inverse correlations between absenteeism and each of the variables of general job satisfaction, extrinsic job satisfaction, intrinsic job satisfaction, and perceived vocational opportunity. The combination of the variables of supervision-human, responsibility, activity, supervision-technical, sex, and security emerged as the best predictors of absenteeism.

246.
Horton, Bonnie; Maddox, Mary; & Edgar, Eugene (1984).

Adult transition model: Planning for postschool services. Bellevue, WA: Edmark Corporation.

transition models / vocational training / parent involvement / interagency cooperation

This model was designed to help bridge the gap between services provided by public schools, and those available from a variety of post-school community agencies. The purposes of the model are to: 1) prevent interruption of needed services, 2) locate vocational and residential placements, 3) provide individual assistance to students and their families in preparing for adult living environments, and 4) facilitate planning among parents, public schools, and state developmental disabilities agencies for individual clients and for the service delivery system in general. The strategies of the model present methods that administrative and direct service staff can use to meet the needs of all involved during transition. 15 strategies are presented in 4 activity areas. Cooperating agencies can choose to implement some or all of the strategies.

247.
Bolton, Brian (1980).

The assessment of vocational motivation of physically disabled clients. Journal of Applied Rehabilitation Counseling, 11(1), 28-31.

vocational rehabilitation / vocational evaluation / Work Values Inventory (WVI) / physically handicapped

The assessment of vocational motivation is a concern that is central to the primary goal of the vocational rehabilitation process. An analysis of the work values inventory profiles of

445 physically disabled clients revealed that: 1) they are motivated by intrinsic as well as extrinsic values, 2) their work values are independent of age, education, and intelligence, and 3) their profiles or work values provide relatively unique information for counseling purposes. Three approaches to the interpretation of the WVI that may be used by the rehabilitation counselor are outlined: the normative strategy, the individualized strategy, and the predictive strategy. It was concluded that the WVI is a potentially useful instrument for assessing the vocational motivation of physically disabled clients.

248.
Cook, Daniel W.; & Brookings, Jeff B. (1980).

The relationship of rehabilitation client vocational appraisal to training outcome and employment. Journal of Applied Rehabilitation Counseling, 11(1), 32-35.

vocational evaluation / job placement / vocational rehabilitation / vocational outcomes / vocational training

This study examined the relationship between work evaluation recommendations and client outcomes in a sample of vocational rehabilitation clients enrolled at a comprehensive rehabilitation center. Analysis of selected demographic, psychological, and vocational information indicated no relationship between type of recommendations made and completion of a center training program; completion of a center program, however, was positively related to status "26" (successful) rehabilitation closure. For clients employing posttraining, there was only a 23% match between vocational training received and kind of job accepted at closure. The findings replicate an earlier study and suggest that predicting tenure in training is different from predicting posttraining employment. Implications for practitioners are discussed.

249.
Bolton, Brian; Rowland, Paul; Brookings, Jeff; Cook, Daniel; Taperek, Paul; & Short, Helen (1980).

Twelve years later: The vocational and psychosocial adjustment of former rehabilitation clients. Journal of Applied Rehabilitation Counseling, 11(3), 113-123.

follow-up studies / vocational training / vocational outcomes / job placement / vocational rehabilitation / vocational adjustment / psychosocial adjustment

A 12 year follow-up survey was conducted to assess the vocational and psychosocial adjustment of 225 former clients of the Hot Springs Rehabilitation Center. Data collected at admission to and discharge from this center suggested that the clients were generally the more difficult rehabilitation cases and that most were only marginally successful in achieving their rehabilitation goals. Among the major findings of the follow-up survey were 1) 56% of the ex-clients were working at follow-up and 73% had held some employment since leaving the center, 2) 49% of the ex-clients who were working at follow-up had been employed on the same job for 5 years or longer, 3) 60% of the working ex-clients believed that VR services were helpful in getting their jobs, 4) 73% of the former clients were not employed in occupations directly related to the vocational training that they had received at the center, 5) 47% of the unemployed ex-clients indicated that they had received no encouragement from their families in their efforts to become employed, 6) 60% of the unemployed ex-clients were receiving some form of public assistance, compared to 6% of the working ex-clients, and 7) counselors' ratings of psychosocial and vocational goal attainment and overall adjustment at the center were significant predictors of work status at follow-up and 12-year employment history. The article concludes with 10 brief case vignettes and a list of 35 significant findings.

250.
Sawyer, Horace W.; & Clark, W. Dave (1980).

Disability simulation as a strategy for attitude change. Journal of Applied Rehabilitation Counseling, 11(3), 132-135.

rehabilitation counseling / disability simulation / attitudes

A disability simulation experience was implemented to study its effect on attitude change toward various disabilities and concepts relative to individuals with handicapping conditions. The simulation experience involved a variety of assigned activities carried out by graduate students in rehabilitation who were simulating a physical disability. The results demonstrated the effectiveness of disability simulation as a medium for positive attitude change toward some disabilities and concepts relating to body image and perceptions of the handicapped individual. A follow-up assessment indicated that attitude change remained stable for a period of four months following the disability simulation experience. The implications point to the effectiveness of utilizing disability simulation in training programs for rehabilitation counselors and other professionals in rehabilitation. Further research was suggested to explore the impact of disability simulation on attitude and architectural barriers that have an impact on the disabled individual.

251.
Rosenberg, Howard (1979).

Job satisfaction and social interactions of mildly retarded males in uni- and multi-disability workshops. Journal of Applied Rehabilitation Counseling, 10(4), 204-207.

job satisfaction / social skills

Thirty mildly retarded males from uni-disability workshops and 30 mildly retarded males from multi-disability workshops were administrated a job satisfaction questionnaire and a social interaction scale. Results indicated different social interaction patterns between groups. The more "normalizing" effect of the multi-disability workshop where retarded trainees have the opportunity to model socially acceptable work values and behaviors from phsically handicapped trainees and staff was revealed.

252.
Freeman, Jeanne Boland (1979).

Rehabilitation counselor and supervisor perceptions of counselor training needs and continuing education. Journal of Applied Rehabilitation Counseling, 10(2), 154-157.

rehabilitation counseling / continuing education

The purpose of this study was to determine whether rehabilitation counselors and supervisors had different perceptions of 1) knowledge areas important for rehabilitation counselors, 2) the continuing education needs of rehabilitation counselors, and 3) the preferred methods of providing continuing education for rehabilitation counselors. The main finding was that more differences were obtained when counselors were compared by state, than by education, age, or sex. More similarities were found between counselors and supervisors than differences on the important knowledge areas and training needs, however supervisors felt case recording, knowledge of state/federal regulations and case management were more important training needs than did the counselors. Overall, the workshop/seminar was the preferred method of inservice training.

253.
Roessler, Richard T.; Greenwood, Reed; & Marr, John N. (1979).

Behavioral assessment of client problems in a comprehensive rehabilitation center. Journal of Applied Rehabilitation Counseling, 10(3), 130-134.

vocational rehabilitation / behavioral assessment / attitudes / rehabilitation counseling

A cross-sectional/short-term longitudinal study utilizing a behavior-in-situation approach was conducted to identify the problems disabled clients experience while receiving services in a large rehabilitation facility. Implications of the problems for modification of Center programming and for client adjustment services are discussed.

254.
Cook, Daniel W. (1979).

Rehabilitation research and the practice of rehabilitation. Journal of Applied Rehabilitation Counseling, 10(2), 89-94.

rehabilitation research / vocational rehabilitation / vocational training

The author discusses the role of rehabilitation research in the practice of rehabilitation. He observes that the large amount of rehabilitation research reflects the multi-disciplinary nature of the field. He discusses who does rehabilitation research, methodology, and the adequacy of rehabilitation research. He also presents an overview of types of research, such as the role and function of rehabilitation counseling, process studies, and outcome research. He concludes with a discussion of the future of rehabilitation research and the factors likely to stimulate research.

255.
Rosenberg, Janet (1978).

The relationship of types of post-high school education to occupation and economic independence of physically handicapped adults. Rehabilitation Literature, 38(2), 45-49.

orthopedically handicapped / vocational education / employment / vocational training

The relationship of levels and types of education to employment and financial independence was examined on the basis of the experience of 79 graduates of a public school for orthopedically handicapped children. The data suggest that the positive relationship of college education and occupation established for normal adults is ambiguous for this population. Those with the best chance for full-time employment and an adequate level of income were the graduates with vocational education after high school. It is suggested that further clarification of the relationship of types of education to economic functioning is needed to provide an information base for planning educational and counseling programs for handicapped students.

256.
Kolstoe, Betty J. (1978).

Resource services for the disabled in higher education. Rehabilitation Literature, 38(2), 38-44.

post-secondary education / accommodation / model programs

This article discusses services and makes suggestions designed to encourage institutions of higher education to plan and initiate services for the disabled on their own campuses. Each service is identified and explained. The description can serve as a model for other colleges and universities to assure the disabled an opportunity to attend the college of their choice. It is an individual right to pursue a vocational choice, and development of resources enables everyone to exercise this right for self-development.

257.
Rader, Barbara; Shapiro, Howard L.; & Rodin, Ernst A. (1978).

On placement of multiply handicapped clients into the open job market. Rehabilitation Literature, 39(10), 299-302.

epilepsy / competitive employment / vocational evaluation / follow-up studies

This paper reviews the experience of an attempt to place severely disabled epileptic people in competitive employment. Three phases of programming were involved, including comprehensive diagnostic evaluation, workshop evaluation, and adjustment and work exposure in open competitive employment. Fifty-eight persons participated in the project, with 44 moving into the workshop phase of the program. Of those who completed the workshop, 76 percent were employed. Follow-up studies over a two-year period indicate that the success rate has a significant drop. Another aspect of this paper is to compare the characteristics of the population with those found in an earlier study with a larger client population. Although there is a difference in sample size, there are a number of similarities in the populations, particularly in areas that might interfere with employment.

258.
Kruger, Reuven (1980).

Occupational information systems and their use in rehabilitation. Rehabilitation Literature, 41(9-10), 229-234.

career guidance / computer access / information management

This paper samples the basic types of occupational information systems currently available and analyzes their limitations, implications, and potential application in rehabilitation. The author offers a critique of occupational information systems in general and discusses both benefits and deficits of these systems. He suggests that efforts toward more "person-oriented" workplaces benefit all workers, not just the disabled. He concludes that any movement for a responsive workplace or improved occupational information systems cannot be accomplished by an individual rehabilitation community. Alliances of like-minded professionals will be required to accomplish these goals.

259.
Makas, Elaine (1980).

Increasing counselor-client communication. Rehabilitation Literature, 41(9-10), 235-238, 271.

rehabilitation counseling

Rehabilitation success is determined in part by the success of the one-to-one relationship between the rehabilitation counselor and the individual client. Effective communication between them is a necessary factor in cooperation. That this does not always occur is clear based upon the results of two studies reported in this paper. In both cases counselor perceptions of client needs and goals were significantly different from those of the clients themselves. Two important sources of the reported discrepancies are 1) assumed counselor-client differences and 2) assumed counselor-client similarities. Solutions to these problems are proposed. The author concludes that at present it is not known which counselor and client variables may affect the counseling relationship. She recommends that a study be done in which clients are asked to rate their feelings about specific counselor characteristics.

260.
Murphy, Stephen T. (1980).

Vocational rehabilitation counseling and advocacy: An analysis of dissonant concepts. Rehabilitation Literature, 41(1-2), 2-10.

advocacy / rehabilitation counseling

The objectives of advocacy and rehabilitation are disparate despite the fact that many rehabilitation professionals have characterized them as nearly synonymous. This article is an attempt to document the differences between these activities and provide some recommendations as to how rehabilitation professionals may legitimately serve as advocates for handicapped persons.

261.
Wesolowski, Michael D.; & Bacza, Gerald L. (1980).

The sheltered workshop as a community recycling center. Rehabilitation Literature, 41(7-8), 180-183.

sheltered workshops / recycling / vocational training

Sheltered workshops need an everpresent, readily accessible market for their services. Waste recycling would appear to provide such a market for sheltered workers' services as well as promoting community involvement and awareness. The present study surveyed 3,057 sheltered workshops in 41 states and the District of Columbia in an attempt to find out approximately how many workshops are engaged in recycling activities, profits gained through recycling, the types of materials recycled, and the market values of various recyclable materials in different regions of the country. Results showed that 307 of the workshops responding did recycling. Some showed profits, some incurred losses, but all said that recycling served as an excellent source of training for sheltered workers.

262.
Martin, William E., Jr.; Johns, Antoinette; & Bitter, James A. (1978).

Evaluation planning considerations for postemployment training of professionals in rehabilitation. Rehabilitation Literature, 39(6-7), 180-185.

continuing education / rehabilitation counseling / evaluation

This article discusses theoretical and practical considerations for planning evaluation of postemployment training of professionals in rehabilitation. Decision-making, an eclectic perspective, and a comprehensive approach are discussed as presuppositions to evaluation. A theoretical framework for evaluation is presented as a guide for evaluation planning that includes five levels: frame of reference determination, foregoing assessment, program strategies, program implementation, and program outcomes. A practical framework also discussed consists of five categories: evaluation levels, evaluation targets, evaluation areas, evaluation methods, and evaluation instruments. An example, illustrating how the theoretical and practical frameworks can be used in evaluation planning, is presented.

263.
Wehman, Paul; & Bates, Paul (1978).

Education curriculum for severely and profoundly handicapped persons: A review. Rehabilitation Literature, 39(1), 2-14.

curriculum / vocational training / independent living / model programs

This paper presents an analysis of the expectations and potential of a comprehensive education curriculum for the severely and profoundly handicapped. The component areas include motor, self-help, communication, social, vocational, and academic skill training. Several exemplary programs are presented in each of these areas. In addition, specific instructional guidelines and research directions are proposed.

264.
Harasymiw, Stefan J.; Horne, Marcia D.; & Lewis, Sally C. (1976).

A longitudinal study of disability group acceptance. Rehabilitation Literature, 37(4), 98-102.

attitudes / discrimination

The purpose of this investigation was to study the attitudes of the general population toward 22 disability groups. Over 4,000 subjects were included in the investigation, which spanned 8 years and utilized several attitude-measuring instruments. A highly stable hierarchy of preference was found across the sample subgroups heterogeneous on demographic and social indicators. Intersample rank intercorrelations were high (.90). The order of disability preference was physical, sensory, psychogenic, and social.

265.
Szyarto, Ruth; Carlson, Bonnie A.; Hellige, Paula; & Salyers, William M. (1976).

The effectiveness of tokens in increasing and maintaining promptness of work groups in a sheltered workshop. Rehabilitation Literature, 37(4), 107-108.

sheltered workshops / model programs / vocational training / evaluation

The study was designed to determine the effectiveness of tokens in increasing the percentage of work group members who returned promptly from morning and lunch breaks and to determine if this behavior could be maintained as tokens were gradually phased out. Although this token economy program was successful, the authors stress that a major obstacle in using a token economy in a sheltered workshop is the tendency for staff to discontinue all reinforcement of behavior when tokens are faded out. Behavior then returns to the baseline level. This obstacle can be overcome through proper staff training and careful program monitoring.

266.
Tseng, M. S.; & Parker, Lionel E. (1976).

Toward a placement system empirically established through criterion-group method: Self-employment for the severely handicapped. Rehabilitation Literature, 37(5), 140-144.

self-employment / attitudes / job placement

Two groups of severely disabled vocational rehabilitation clients who had been placed in self-employment projects were compared on 40 personal variables. One-way ANOVA and chi square analyses revealed that, as compared to those who had failed, clients who had remained financially independent and self-sustaining in their respective self-employment settings were found to have these significantly distinctive attributes: more positive perception of success, more positive attitude toward work, fewer of them being never married, more self-accepting, more conservative, more of them receving family backing, greater values attached to being one's own boss, higher need for autonomy, more self-controlled, greater desire for profit, and more positive attitude toward self-sufficiency. It is hoped these 11 variables will be used as tentative placement criteria experimentally in the field for placing severely disabled persons in self-employment projects.

267.
Usdane, William M. (1976).

The placement process in the rehabilitation of the severely handicapped. Rehabilitation Literature, 37(6), 162-167.

job placement / vocational rehabilitation / employment / rehabilitation counseling

The author believes that within the rehabilitation services delivery system, the placement process has been considered too late in order of importance for the severely handicapped. The placement process should begin early and should be given continued consideration throughout the provision of rehabilitation services. The author believes that a re-focus on placement within the rehabilitation field will give the severely handicapped persons a better employability future than currently exists.

268.
DeLoach, Charlene; & Greer, Bobby G. (1979).

Client factors affecting the practice of rehabilitation counseling. Journal of Applied Rehabilitation Counseling, 10(2), 53-59.

rehabilitation counseling

Participation in vocational rehabilitation programs is voluntary. Client success depends on both the abilities of the counselor and the cooperation of the client. The authors focus on client factors tht affect the practice of rehabilitation counseling. They discuss research findings in this area, the impact of recent legislation, and of medical advances on the client population, changes in client expectations and attitudes, and social factors which may influence client characteristics.

269.
Graves, William (1979).

The impact of federal legislation for handicapped people on the rehabilitation counselor. Journal of Applied Rehabilitation Counseling, 10(2), 67-70.

accommodation / advocacy / federal legislation / rehabilitation counseling

The author reviews federal legislation, judicial decisions, and regulations affecting the clients of rehabilitation counselors. Topics of discussion are the Rehabilitation Act of 1978, legislation affecting transportation, housing, education, employment, civil rights, and health care services. The author concludes that rehabilitation philosophy has changed from a conservative position that required the handicapped person to adjust to society to a position requiring society to accommodate the needs of the handicapped. This change will require an expansion in the role of the rehabilitation counselor to include client advocacy along with traditional counseling services.

270.
McCollum, Paul S.; Swenson, Eugene; & Hooge, Norman C. (1979).

Community resources revisited: Sources of support in the rehabilitation process. Journal of Applied Rehabilitation Counseling, 10(2), 72-77.

vocational rehabilitation / community integration / model programs / accommodation

The author's purpose is to identify sources of community support for vocational rehabilitation, to discuss issues arising out of the utilization of community resources, and to present a model concerning the dynamic interaction between rehabilitation programs and the community. He defines community and identifies its major social institutions. The resource utilization model he proposes is client-centered; oriented toward communication, planning, and problem-solving; and depends on the use of available community services.

271.
Ehrle, Raymond A. (1979).

Employment - or access to ownership - as a property right? Journal of Applied Rehabilitation Counseling, 10(2), 85-88.

vocational rehabilitation / job placement / rehabilitation counseling

The author proposes that understanding of ethics and economic realities is important for all who participate in the rehabilitation process. Successes and failures in vocational placement must be understood in terms of the context within which they occur. He discusses myths, assumptions, and realities about productivity, jobs, gainful employment, and government practices which affect vocational placement and rehabilitation counseling. He cautions against "either-or" or "win-lose adversary" strategies and recommends "synergistic" solutions.

272.
Leithwood, Kenneth A.; & Montgomery, Deborah J. (1980).

Evaluating program implementation. Evaluation Review, 4(2), 193-214.

program evaluation / program development

A methodology for evaluating program implementation is described. Requirements for such a methodology are derived from an analysis of the functions to be performed by implementation evaluation, the nature of the program being implemented, and characteristics of the implementation process. Central features of the methodology involve procedures for the development of a multidimensional profile of the program as it evolves in practice from non- to full implementation. The profile then serves as the basis for instrument development: data collected through the instruments locate program user behavior in relation to the dimensions and levels of use described by the profile. Uses of resulting data to serve program management goals are outlined.

273.
Vigderhous, Gideon (1980).

Statistical distributions in social research: Some empirical applications. Evaluation Review, 4(2), 241-272.

statistical data / data-analysis / Pearson System of Frequency Curves

The purpose of this article is to introduce social scientists to the Pearson System of Frequency Curves. This statistical procedure is an important tool in the identification of a wide range of statistical distributions from empirical data. Given that sociological phenomena are more likely to conform to various types of skewed distributions rather than the normal one, it is a methodological advantage to identify a specific skewed distribution which conforms to a statistical distribution. The article presents several empirical examples in the identification of statistical distributions and provides possible useful applications in social research.

274.
Beale, Andrew V. (1985).

Employment for clients who are mentally retarded: Misconceptions and realities. Journal of Applied Rehabilitation Counseling, 16(4), 41-43.

employment / attitudes

The author presents a 15-question quiz designed to test awareness of the issues, misconceptions, and realities concerning employment of the mentally retarded. Answers to each question, as well as comments and references, are also given.

275.
Smith, Cheryl H.; Edwards, Jack E.; Heinemann, Allen W.; & Geist, Chrisann (1985).

Attitudes toward and performance evaluations of workers with disabilities. Journal of Applied Rehabilitation Counseling, 16(1), 39-41.

attitudes / employment / vocational evaluation / model programs

The attitudes held by 60 students and 60 managers toward four hypothetical secretaries were investigated. Performance evaluations of the secretaries were completed also. Though women raters and raters who had worked with or supervised workers with disabilities reported more positive attitudes toward persons with disabilities, no difference was found between evaluations of workers with and without disabilities. A social psychological model for changing racial stereotypes was modified and extended to include conditions necessary for changing sterotypes toward workers with disabilities.

276.
Thomas, Linda T.; & Thomas, James E. (1985).

The effects of handicap, sex, and competence on expected performance hiring and salary recommendations. Journal of Applied Rehabilitation Counseling, 16(1), 19-23.

employer attitudes / employment / vocational evaluation

The purpose of this study was to examine current trends in employer and potential employer attitudes regarding the hiring of individuals with different types of handicap. No differences were found in the evaluations of job candidates based on sex, or handicap vs. no handicap classifications; however, competence and type of handicap were found to affect decisions. Paraplegics received the most favorable ratings while those with multiple sclerosis received the poorest ratings in terms of both expected performance on the job and hiring decisions. The competence of an individual was clearly the most dominant factor in influencing evaluative decisions. Post hoc analyses revealed no differences between the attitudes of male and female raters toward the disabled, but significant interactions regarding salary recommendations. The implications of these results are discussed, and directions for future research suggested.

277.
Danek, Marita M.; & Lawrence, Richard E. (1985).

Women in rehabilitation: An analysis of state agency services to disabled women. Journal of Applied Rehabilitation Counseling, 16(1), 16-18.

women / vocational rehabilitation / employment / discrimination

This study compares female clients of a state rehabilitation agency with male clients of the same agency according to selected demographic, case service and rehabilitation outcome variables. Female clients are found to be under-represented as rehabilitation applicants although they have a higher rate of acceptance for services and successful case closure. Regardless of educational level, they are employed most frequently in homemaking, clerical and sales positions whereas male clients are closed more frequently in professional, technical, and managerial positions. Recommendations for counselors working with disabled women clients include greater case finding efforts and the use of counseling approaches which avoid stereotyping of occupations by gender.

278.
Antonak, Richard F. (1985).

Construct validation of the scale of attitudes toward disabled persons. Journal of Applied Rehabilitation Counseling, 16(1), 7-10, 48.

attitudes

Two investigations of the construct validity of the Scale of Attitudes Toward Disabled Persons (SADP) showed that: 1) scores on the SADP are not influenced by the response bias factor of social desirability, and 2) that the SADP appears to measure three domains of attitudes toward people who are disabled, with the first domain composed of three dimensions. The construct validity of the SADP is supported by these results.

279.
Fuqua, Dale R.; Rathbun, Michael; & Gade, Eldon M. (1984).

A comparison of employer attitudes toward the worker problems of eight types of disabled workers. Journal of Applied Rehabilitation Counseling, 15(1), 40-43.

employer attitudes / employment / discrimination

Employer attitudes toward the work traits of eight types of disabled workers were variable. There were significant differences on attitudes toward the specific groups of disabled on eleven of the twelve work traits. The blind and mentally retarded would encounter the greatest employer discrimination while more favorable attitudes were shown toward hiring epileptics and amputees. Across all types of disabilities, the greatest concerns were lower work productivity, higher accident and workman compensation rates. The differential ratings have implications for placement strategies.

280.
Lesh, Kay; & Marshall, Catherine (1984).

Rehabilitation: Focus on disabled women as a special population. Journal of Applied Rehabiliation Counseling, 15(1), 18-21.

women / physically handicapped / discrimination / rehabilitation counseling / employment / advocacy

Being female and physically disabled in our society is a double handicap which gives rise to unique problems and needs. The situation of disabled women requires special skills and knowledge on the part of the rehabilitation practitioner. Past inequities in training, education and service provision have resulted in physically disabled women being underemployed, unemployed, or low status positions. Effective work with disabled women requires that professionals understand the issues of being female and disabled, increase their awareness of individual attitudinal biases, and broaden skills in dealing with this unique population. Rehabilitation counselors, educators, and administrators need to take a proactive stance to advocate for disabled women as well as provide fair and equitable services.

281.
Clemmons, David C.; & Dodrill, Carl B. (1983).

Vocational outcomes of high school students with epilepsy. Journal of Applied Rehabilitation Counseling, 14(4), 49-53.

epilepsy / job placement / employment / vocational outcomes

In the fall of 1982, 42 adolescents with epilepsy referred for neuro-psychological testing were followed 6.44 years after testing with respect to vocational outcome. The low VR placement is consistent with recent literature. The sample demonstrated lowered performance on an expanded Halstead-Reitan Battery. Significant t-test differences were observed between working and non-working portions of the sample on the Weschler Adult

Intelligence Scale and on percentage of neuro-psychological tests outside normal limits. Similar results have been reported with adult epileptics seen at this Center. A discussion of priorities in rehabilitation planning and of the use of neuro-psychological testing to aid in identifying vocationally "at risk" youth is presented.

282.
U. S. Commission on Civil Rights (1980, May).

Civil rights issues of handicapped Americans: Public policy implications. Washington, DC: Author. (Consultation sponsored by U. S. Commission on Civil Rights)

civil rights / affirmative action / federal legislation / employment / discrimination / accommodation

The U. S. Commission on Civil Rights sponsored a consultation on "Civil Rights Issues of Handicapped Americans" on May 13-14, 1980. The purpose of this consultation was to enable the Commission to identify and examine civil rights issues and employment barriers relating to disabled persons and to address potential solutions. The consultation was focused on the application of section 504 of the Rehabilitation Act of 1973, as amended, to employment and related service issues, identified as high priority by the participants and advocacy groups.

283.
McMahon, Brian T.; & Bartley, Patricia A. (1981).

Alternative work patterns and rehabilitation. Rehabilitation Literature, 42(1-2), 14-17.

job placement / affirmative action / flextime

Flextime, permanent part-time employment, and the compressed work week are overviewed with a focus on the potential of each to improve the placeability of qualified handicapped persons. Definitions, usage levels, trends, advantages, disadvantages, and the implications for job placement of each of these alternative work patterns are presented. Their utilization as an affirmative action tool for employers is emphasized.

284.
Rubin, Stanford E.; Worth, Charles E.; & Emener, William G. (1981).

Disabled and nondisabled persons' satisfaction with conditions in the world of work before and after the Rehabilitation Act of 1973. Rehabilitation Literature, 42(5-6), 138-142.

affirmative action / federal legislation / job satisfaction

Useable questionnaires, designed to discern satisfaction with five conditions of the world of work for the years 1968-1973 and 1974-1979, were returned by a disabled sample and a nondisabled sample. Results indicated 1) that it would be difficult to suggest that the Rehabilitation Act of 1973 has had a significant effect on disabled members of the labor force, except in regards to the way their boss(es) have treated those with certain characteristics and 2) no significant differences on any of the five variables for the nondisabled sample. Other findings and overall results suggest that possibly disabled individuals are being somewhat protected from the effects of an economic decline by the Affirmative Action legislation.

285.
Stelmach, Madelyn; Postma, Jan; Goldstein, Steven; & Shepard, Katherine F. (1981).

Selected factors influencing job satisfaction of attendants of physically disabled adults. Rehabilitation Literature, 42(5-6), 130-137.

job satisfaction / independent living / attendant care

The purpose of this study was to identify factors unique to attendant care work with physically disabled adults that may influence job satisfaction of attendants. Forty attendants working in the greater San Francisco Bay area were interviewed. Data collected from the attendants consisted of demographic information about the attendant and the disabled person for whom the attendant worked, job-related information, and job satisfaction ratings. A large majority of the attendants interviewed was satisfied. There was a significant positive relationship between the attendant's job satisfaction and the attendant's having had five or more previous attendant care jobs. Job satisfaction was also positively related to working with disabled adults requiring less than 25 hours per week of attendant care.

286.
Heinisch, Barbara Shiller (1981).

Research implications on choosing a program to teach about disabilities. Rehabilitation Literature, 42(11-12), 344-346.

attitudes / mainstreaming

One of the results of P.L. 94-142 was the appearance of numerous programs designed to help teachers educate their pupils about the disabled children being mainstreamed. The goal was to encourage acceptance. Unfortunately, using some of the new programs could result in children forming negative attitudes toward those who are "different." To aid teachers in planning appropriate activities and in choosing materials, the author reviews research on the efficacy of the techniques used in these programs, and presents suggestions for creating a program about differences which should result in producing positive attitudes toward those with disabilities.

287.
Chandler, Anne L.; Sadler, Roberta R.; & Luck, Richard S. (1982).

A model for meeting informational needs of vocational rehabilitation agencies. Rehabilitation Literature, 43(1-2), 12-15.

vocational rehabilitation / competitive employment / job placement / model programs / Regional Information Utilization Institute

The Regional Information Utilization Institute is a major training initiative in RSA Region III that evolved to meet the informational needs of the state vocational rehabilitation agencies. This article reviews the development of the institute as a concept and as an event. Information on the content of the first institute on competitive placement is provided, and the subsequent impact of the RIUI on state agency policy development and planning is discussed.

288.
Frith, Greg H. (1981).

The use of paraprofessionals in achieving independent living for severely handicapped persons. Rehabilitation Literature, 42(1-2), 18-20, 25.

independent living / vocational rehabilitation / rehabilitation personnel / federal legislation

The goal of independent living for severely handicapped individuals has been legally accepted by Vocational Rehabilitation Services. The provision of specific services in attempting to meet this goal is required under P.L. 95-602. This article describes various activities related to the required rehabilitative services that could be realistically assigned to paraprofessional personnel. The relative low cost of paraprofessionals along with a respected "track record" make these individuals a potentially effective resource in providing rehabilitative services to severely disabled persons.

289.
Beley, Walter; & Felker, Sally (1981).

Comprehensive vocational evaluation for clients with psychiatric impairments. Rehabilitation Literature, 42(7-8), 194-201.

vocational evaluation / psychiatrically disabled / vocational rehabilitation

In an attempt to provide integrated, comprehensive vocational evaluation for persons who are psychiatrically disabled, the authors planned and implemented a vocational evaluation service to deal specifically with this client population. The system incorporates concurrent involvement of psychologists and work evaluators along with the use of psychometrics, work sampling, and situational assessment. A particular strength of the system is the dual perspectives provided by professionals well-versed in both vocational and psychological rehabilitation and the resulting team approach in case management.

290.
Cole, Joyce Couch; & Bragman, Ruth (1983).

An exploratory investigation of the information desired by employers when hiring people with disabilities. Journal of Applied Rehabilitation Counseling, 14(4), 38-40.

job placement / rehabilitation counseling / employment / employer involvement

This study investigated the type and source of information 17 potential employers of the disabled desired concerning the specific disabling conditions and/or individuals. The appropriate timing for supplying this information was also explored. Discussion focuses on how the employers' desire for additional information effects the roles of rehabilitation counselors and other professionals in the successful placement of the disabled.

291.
Bolton, Brian; Roessler, Richard; Greenwood, Reed; Hinman, Suki; & Little, Neal. (1983).

A research strategy to enhance the employability of handicapped persons. Journal of Applied Rehabilitation Counseling, 14(4), 30-37.

Arkansas / employment / vocational evaluation / vocational rehabilitation / employer involvement / peer involvement

This article describes the research strategy developed by the Arkansas Rehabilitation Research and Training Center to address the core area of Interventions to Facilitate the Employment of Severely Handicapped Persons. Two research programs are encompassed, "Employability Skills" and "Environmental Support." The skills program includes the development and demonstration of assessment and intervention techniques designed to enhance the employability of rehabilitation clients. The environment support program focuses on the development and demonstration of employability interventions for use with two key groups - employers and peers. Products for each research program include modular training programs, intervention resources and manuals, and research monographs. The article concludes with a summary of results and benefits for handicapped persons.

292.
Pape, Deborah A.; Walker, Gwendolyn R.; & Quinn, Fred H. (1983).

Ethnicity and disability: Two minority statuses. Journal of Applied Rehabilitation Counseling, 14(4), 18-23.

vocational rehabilitation / minorities / rehabilitation counseling / employment

Various problems are described that may arise at each stage of the rehabilitation process when dealing with individuals of various ethnic minorities who are also disabled. Emphasis is placed on counselors acquiring a knowledge and understanding of cultural diversity factors as these relate to accurate problem identification, rehabilitation planning, and service provision.

293.
McCarthy, Henry (1983).

Understanding motives of youth in transition to work: A taxonomy for rehabilitation counselors and educators. Journal of Applied Rehabilitation Counseling, 14(1), 52-61.

motivation / transition / rehabilitation counseling

The proposed taxonomy aims to broaden our understanding of the early career development process by specifying a host of motives, any combination of which might affect a young person finishing school and beginning work. The classification is constructed along two critical dimensions: the value source and the direction of behavior that characterizes each motive. This framework is intended to capture the feeling of the transition to work as experienced by youth, especially those with disabilities; and to offer practitioners in the fields of education, rehabilitation and personnel useful ideas for facilitating the process or remediating the problems of initial work adjustment, in their role as agents of socialization and gatekeepers to the world of work.

294.
Ju, Jean Jiemean (1982).

Counselor variables and rehabilitation outcomes: A literature overview. Journal of Applied Rehabilitation Counseling, 13(4), 28-31, 43.

rehabilitation counseling / vocational outcomes

This article presents an overview of the relationship between counselor variables and rehabilitation outcomes. Counselor variables such as interview behavior, interaction styles, interpersonal skills, and professional training are examined. In addition, the feasibility of matching counselor and clients in rehabilitation settings is evaluated. Implications for rehabilitation counselor training and future research are also presented.

295.
Bolton, Brian (1981).

Assessing employability of handicapped persons: The vocational rehabilitation perspective. Journal of Applied Rehabilitation Counseling, 12(1), 40-44.

vocational evaluation / vocational rehabilitation / advocacy / employment / attitudes / barriers

The purpose of this paper is to outline a framework for understanding the impact of personnel assessment procedures on handicapped persons. The major themes are 1) the distinction between employment and employability, 2) environmental and attitudinal barriers to the employment of handicapped persons, 3) the role of tests and other selection devices in assessing employment potential, and 4) recommended practices and strategies for assessing employability of handicapped persons. The consistent position taken in this paper represents the vocational rehabilitation perspective, which generally can be characterized as an advocacy position for handicapped persons.

296.
Tesolowski, Dennis G.; Jarecke, Walter H.; & Halpin, Gerald (1980).

Normalizing client's attitudes and knowledge about the world of work. Journal of Applied Rehabilitation Counseling, 11(4), 196-199.

sheltered workshops / physically handicapped / attitudes / vocational training

Twenty-two physically handicapped sheltered workshop employees were matched on the severity of their disabilities and randomly assigned to either an experimental or a control group. Those in the experimental group participated in a 1-hour per day, 15-day job readiness training program in addition to continuing with their regular sheltered workshop jobs. The control group simply continued with their regular jobs. In a completely randomized block design with pretest as a covariate, the experimental group showed significantly greater positive work attitudes and knowledge about obtaining and maintaining jobs as measured by the Employment Readiness Scale and the Vocational Knowledge Test, respectively, than did the control group.

297.
Wilson, Robert J.; & Rasch, John D. (1982).

The relationship of job characteristics to successful placements for psychiatrically handicapped individuals. Journal of Applied Rehabilitation Counseling, 13(2), 30-33.

psychiatrically disabled / competitive employment / job placement

This study investigated the relationship of job maintenance to select characteristics of competitive jobs held by 53 psychiatrically handicapped individuals who had participated in a psychosocial rehabilitation program. The results indicated that placements maintained the longest generally involved more significant relationships with things. Specific vocational preparation requirements of placements were also somewhat higher in longer maintained jobs. It was found that strength requirements, general educational development, and average aptitude requirements were not strongly related to job maintenance.

298.
Berven, Norman L.; & Driscoll, John H. (1981).

The effects of past psychiatric disability on employer evaluation of a job applicant. Journal of Applied Rehabilitation Counseling, 12(1), 50-55.

psychiatrically disabled / employer attitudes / job placement / rehabilitation counseling

The effects of a history of depressive disorder on employer perceptions of a job applicant and willingness to hire were investigated. Results suggested that the applicant was perceived as more "sick" and more "sad" when portrayed as having the past psychiatric disability; in addition, subjects were less inclined to hire her. Implications are discussed for rehabilitation counseling practice and research. The methodology used is suggested as a model for studying other problems in job placement research.

299.
Atkins, Bobbie J. (1981).

University-agency contracts: A reality in rehabilitation. Journal of Applied Rehabilitation Counseling, 12(1), 19-22.

interagency cooperation / post-secondary education / rehabilitation counseling

Informal agreements between rehabilitation educators and agency personnel regarding quality practical experiences for students have existed for years. Recent litigation and increased demands for accountability, however, have increased the need for formal agreements. University-agency contracts provide a valuable instrument for responding to the legality-accountability dilemma and for enhancing cooperation between rehabilitation employees, university personnel, and students. The author provides a discussion of: (a) the importance of practical experiences, (b) responsibilities of contract participants, (c) content of formal contracts, and (d) specific considerations for rehabilitation education and practice.

300.
Mithaug, Dennis E.; Martin, James E.; & Agran, Martin (1986).

Adaptability instruction: The goal of transitional programming. Manuscript submitted for publication. (Comp. No. 84.158A - OSERS File No. 22)

adaptability skills / employment / model programs / transition

This article describes an instructional model designed to teach students generic adaptability skills. Failure to acclimate to a dynamic work environment has been suggested as a primary reason cited for job terminations. The need to adapt to changes in work environments and maintain acceptable levels or work performance is critical for employment success, and the model described seeks to teach students how to adapt to changes in their work environments. The model includes four major components: 1) decision making, 2) independent performance, 3) self-evaluation, and 4) adjustment. Implications for transitional programming are addressed.

301.
Elliott, Timothy R.; & Byrd, E. Keith (1982).

Media and disability. Rehabilitation Literature, 43(11-12), 348-355.

attitudes / mass media

This paper is a literature review of the portrayal of disability in the mass media and its effect on attitudes toward disability. The authors consider the following: 1) significance of public attitudes, 2) portrayal of disability in media presentations, 3) potential of mass media to modify attitudes, 4) changing attitudes with media presentations. The authors provide a summary and an extensive bibliography.

302.
Livneh, Hanoch (1982).

On the origins of negative attitudes toward people with disabilities. Rehabilitation Literature, 43(11-12), 338-347.

attitudes

The author's purpose is to integrate major theoretical and empirical approaches concerned with negative attitudinal sources toward the disabled and to offer a new classification system to better conceptualize and understand these attitudes. The author observes that a major drawback of this classification system is that several of the categories he lists overlap, but this problem is probably unavoidable due to the highly abstract nature of the categories. He concludes tht since attitudes are learned over many years, experimental studies of short duration that attempt to change attitudes will be ineffective.

303.
Smith, Nancy K.; & Meyer, Ann B. (1981).

Personal care attendants: Key to living independently. Rehabilitation Literature, 42(9-10), 258-265.

attendant care / independent living / rehabilitation

One way for severely disabled persons to live independently is with the assistance of paid employees called personal care attendants (PCA's) to help with daily activities. This paper explores various aspects of this complex relationship. The authors observed that the literature on PCA's is meager and found only one study specifically concerned with PCA's. They recommend further investigation.

304.
Mithaug, Dennis E. (1981).

Prevocational training for retarded students. Springfield, IL: Charles C. Thomas Publishers.

vocational training / job placement / vocational evaluation / program evaluation / curriculum / community integration

This book offers a framework for improving mentally retarded student's access to vocational educational opportunities in the community. Concentration is on basic worker skills and behaviors necessary for entering existing programs. The prevocational training process is broken down into 10 steps: 1) potential job placements in the community, 2) selecting probable placements, 3) assessing job requirements, 4) assessing student's skills, 5) specifying objectives to meet identified needs, 6) selecting appropriate training materials, 7) identifying instructional tactics for skills acquisition programs, 8) identifying management tactics for behavior training, 9) conducting the job tryout, 10) evaluating student's progress and program effectiveness. References are included.

305.
Haraguchi, Rosemary S. (1981).

Developing programs meeting the special needs of physically disabled adolescents. Rehabilitation Literature, 42(3-4), 75-78.

physically handicapped / independent living / accommodation / community integration / career guidance

Adolescence is a time of transition, a period of developing independence, deepening social skills, and accepting responsibility for oneself. In this regard, disabled teenagers have special needs that are only partly met by their families, schools, rehabilitation facilities and local community groups. One way to accommodate these unmet needs is the development of a resource center. She lists the activities of such a center and concludes that the ideal location for such a center would be within centers for independent living. She believes these centers would be useful to adolescents as they have been for young disabled adults.

306.
North Dakota, Department of Public Instruction, Division of Special Education. (1986).

Transition: A team approach: A process handbook. Bismarck, ND: Author. (Sponsoring agency: Department of Human Services & State Board for Vocational Education.). (Comp. No. 84.158B - OSERS File No. 75)

North Dakota / transition models

This manual has been prepared to assist families, teachers, and other personnel who work with individuals with handicaps in aiding the student through the transition process, the bridge between school experiences and adult life.

307.
Frieden, Lex (1978).

Independent living models. Rehabilitation Literature, 41(7-8), 169-173.

independent living / model programs / interagency cooperation / community integration

The definition of an independent living program for the severely disabled contains three major elements: 1) they are community based, 2) they require consumer involvement, and 3) they provide or coordinate services. The author identifies and defines three types of independent living programs. He also proposes an hypothetical "best" program model and considers future trends in independent living programs.

308.
Fonosch, Gail G. (1980).

Three years later: The impact of Section 504 regulations on higher education. Rehabilitation Literature, 41(7-8), 162-168.

federal legislation / post-secondary education / Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act of 1973 provides a legal mechanism for removing barriers to higher education. This article provides an assessment of the impact of these provisions on colleges and universities. Examination is made of the views of the federal and state governments, institutions, students, and the courts for purposes of formulating future directions for colleges and universities.

309.
Richardson, Nils R.; & Hill, Jane (1980).

An evaluation of vocational placement success at a comprehensive rehabilitation center: A third measurement. Rehabilitation Literature, 41(1-2), 19-22.

follow-up studies / competitive employment / job placement / Projects with Industries

The article reports the results of the replication of a study done in 1975. This replication actually represents the third follow-up of the client population. Clients of the Easter Seal-Goodwill Industries Rehabilitation Center were placed in competitive employment by the PWI program at the Center. The original study evaluated the placement success of the program. The same data collection instrument was used both for the 1977 replication and for the original study. The results of the replication study indicated the continued success of the placement program. The success of the placement program has led to an expansion of the project statewide to include six rehabilitation centers.

310.
Wright, Beatrice A. (1980).

Developing constructive views of life with a disability. Rehabilitation Literature, 41(11-12), 274-279.

attitudes

The purpose of the article is to demonstrate that positive attitudes are based on constructive views of life with a disability. The author states that acquiring these positive attitudes requires being exposed to those views through information and direct experience. The author concludes with 13 "points to remember" which recap the main ideas stressed in the article.

311.
Dalton, Raymond F.; & Latz, Adolph (1978).

Vocational placement: The Pennsylvania Rehabilitation Center. Rehabilitation Literature, 39(11-12), 336-339.

Pennsylvania / vocational outcomes / vocational rehabilitation / follow-up studies / information management

The authors discuss the need for developing management information systems to organize the client data generated by comprehensive rehabilitation centers in order to permit outcome research. Reviews of current rehabilitation literature indicate that more attention is paid to technique and prediction studies than to studies of how comprehensive rehabilitation services affect clients. One way that rehabilitation centers can organize their data is to establish baseline statistics. This paper outlines the results of one such program conducted at the Pennsylvania Rehabilitation Center. The authors conclude that the results of this study correspond closely with results obtained by other investigators. The study design does not permit cause and effect conclusions, but the authors believe the experience has provided insight into the kinds of data needed to conduct outcome studies in the areas of vocational training, vocational evaluation, and physical restoration.

312.
Turnbull, Ann P.; Raper, Ann; & Mesibov, Gary B. (1978).

University students with special needs speak out: Improving the quality of educational experiences. Rehabilitation Literature, 39(10), 294-298.

post-secondary education / special education

The views of university students who have physical handicaps, visual problems, or learning disabilities, and who have been successful inspite of adjustment problems, can be helpful to rehabilitation professionals and educators who are trying to improve current public education programs for children with special needs. This paper reports the results of personal interviews of 29 university students with special needs on three North Carolina college campuses. The authors conclude that heeding the advice of "consumer experts," those who have already been through the educational system and have been successful, might benefit all students.

313.
Fraser, Robert T. (1978).

Rehabilitation job placement research: A trend perspective. Rehabilitation Literature, 39(9), 258-264.

job placement / vocational rehabilitation / model programs / New York / Human Resources Model

The purpose of this article is to summarize recent major trends in rehabilitation job placement research. There are two main research areas. The first area, the validation of new placement techniques, includes evaluation of preparatory techniques and leverage techniques. The second area, retrospective studies of the placement process, focuses either on the client, or the counselor, or the employer. The author also reviews a new model, the Human Resources Model, being developed by the Human Resources Center in New York, which divides the rehabilitation process into three areas: pre-employment preparation, job search, and post-employment services. He concludes with a list of recommendations for future research and a list of references.

314.
Revell, W. Grant, Jr.; & Wehman, Paul (1978).

Vocational evaluation of severely and profoundly retarded clients. Rehabilitation Literature, 39(8), 226-231.

vocational evaluation / vocational rehabilitation / employment

This article discusses the difficulties and possible solutions in evaluating the vocational potential of severely and profoundly retarded clients. The authors' purposes are to: 1) review vocational evaluation and training issues, 2) review alternative means of evaluating employability, and 3) discuss special considerations needed to include the severely retarded client in the vocational rehabilitation system.

315.
Schlenoff, David (1978).

Considerations in the development of the job placement specialist. Rehabilitation Literature, 39(6-7), 190-191.

job placement / rehabilitation counseling

This paper focuses on the development of the job placement specialist as an important part of the rehabilitation process. There are no universally agreed-upon requirements for placement personnel in rehabilitation. The rehabilitation process involves a number of professional services over its course, and the culmination of this process is job placement. If the job placement service is performed by a counselor, or other professional, who is not formally and adequately trained, all previous rehabilitation efforts may be undermined. The function of the job placement specialist is therefore a crucial one. Because the function of the job placement specialist is a pivotal one in the rehabilitation process, close attention should be paid to the personality characteristics, tasks, and training essential to the successful placement worker.

316.
Olshansky, Simon (1980).

There is always at least one! Rehabilitation Literature, 41(1-2), 22-23.

job placement / employer attitudes

In this brief, viewpoint article, the author discusses a "proper, timely, and business-like" approach for persuading an employer to hire a disabled person. The challenge is to locate an employer who has a job to fill and to offer him an employee who is not only able and willing to work but also meets the employer's needs.

317.
Russell, Roger A. (1981).

Concepts of adjustment to disability: An overview. Rehabilitation Literature, 42(11-12), 330-338.

adjustment to disability

The purpose of this report is to present an overview of the various ways concepts of adjustment to disability have been addressed. Adjustment has been evaluated in terms of the individual, in terms of the individual's social or physical situation, and in terms of both the individual and his or her milieu. The author concludes that the most productive approach deals with the person's integration with his or her environment because this approach recognizes multiple forms and levels of adjustment along varying psychological, social and physical variables.

318.
Martin, William E., Jr.; Scalia, Vincent A.; Gay, Dennis A.; & Wolfe, Richard R. (1982).

Beginning rehabilitation counselors' attitudes toward disabled persons. Journal of Applied Rehabilitation Counseling, 13(2), 14-16.

rehabilitation counseling / attitudes

The attitudes of beginning rehabilitation counselors toward disabled individuals in Federal Region VIII were studied using the Attitudes Toward Disabled Persons (ATDP) Scale, Form A as the criterion measure. The purpose of the study was to assess beginning counselors' attitudes, establish regional attitudinal norms and measure the effects of education and age upon their attitudes. Overall, the attitudes were positive and higher than ATDP-A norms. Contrary to previous studies, males expressed significantly more positive attitudes than females. Counselors with degrees in rehabilitation showed significantly more positive attitudes than those with degrees in other fields. Older beginning counselors reflected less positive attitudes than younger counselors. Additional research was recommended to further explain these findings.

319.
Blalock, Jane W. (1982).

Residual learning disabilities in young adults: Implications for rehabilitation. Journal of Applied Rehabilitation Counseling, 13(2), 9-13.

learning disabilities / vocational rehabilitation

The nature of residual learning deficits in 80 young adults diagnosed as having learning disabilities is described. Adults were evaluated in the Adult Clinic of the Northwestern University Learning Disabilities Center. Problems in oral language, reading, written language, non-verbal abilities, and thinking skills are described. The ways in which the residual deficits were reported to interfere with vocational and social learning are discussed suggesting possible implications for rehabilitation counselors.

320.
Roessler, Richard T. (1981).

Program evaluation in independent living rehabilitation. Journal of Applied Rehabilitation Counseling, 12(4), 200-204.

program evaluation / independent living

This paper presents an overview of evaluation questions and techniques appropriate for independent living programs. Key evaluation questions focus on the extent to which the independent living program is 1) accomplishing its stated objectives, 2) enabling individuals to increase functional capabilities in physical, economic, psychosocial, and educational-vocational areas, and 3) increasing access to the physical and social environment for individuals with severe disabilities. Accomplishments in these areas should also have a positive relationship to the satisfaction that the individual has with the services provided. Hence, efficiency and effectiveness of program operation, client outcomes, environmental change, and client satisfaction with services are dimensions along which independent living programs should be assessed.

321.
Westwood, Marvin J.; Vargo, James W.; & Vargo, Frances (1981).

Methods for promoting attitude change toward and among physically disabled persons. Journal of Applied Rehabilitation Counseling, 12(4), 220-225.

attitudes / physically handicapped / rehabilitation counseling

This paper reviews the literature on attitudes toward the disabled as manifested by both the disabled and the nondisabled, and describes the three most commonly used methods of effecting attitude change. The literature review provides a basis for a proposed implication for counseling disabled persons. The counseling process is examined in terms of the perception of self as the key variable, how this variable is influenced by the attitudes disabled individuals hold of themselves, and the interaction of this with the attitudes that others hold towards them.

322.
Florian, Victor (1981).

The evaluation of successful rehabilitation outcomes by rehabilitation workers of different backgrounds. Journal of Applied Rehabilitation Counseling, 12(4), 195-199.

rehabilitation counseling / rehabilitation outcomes

Rehabilitation workers coming from different training backgrounds were interviewed on the subject of evaluation criteria for rehabilitation treatment outcomes. Results showed that all subjects viewed the psychological-emotional aspect of rehabilitation as most important in evaluating successful outcomes, while the social aspect was seen as least important. The conclusions of the present study are that it is necessary to introduce awareness among policy-makers of the need to develop skills for coping with clients' psychological adjustment, to attach greater emphasis to the social aspects of rehabilitation in training programs, and to provide expanded in-depth training to workers involved in the final stages of rehabilitation.

323.
Roessler, Richard T. (1980).

Factors affecting client achievement of rehabilitation goals. Journal of Applied Rehabilitation Counseling, 11(4), 169-172.

motivation / vocational rehabilitation / advocacy

Reliance on vague concepts such as motivation often precludes a deeper diagnostic understanding of client problems in rehabilitation. A more process oriented understanding of behavior emphasizes the multiple factors which influence goal attainment, e.g., the value of the goal, specific and generalized expectancies, environmental barriers, and support from family and friends. Implications of each of these factors for attainment of rehabilitation goals and for the practice of the rehabilitation counselor are discussed.

324.
Vandergoot, David; & Swirsky, Jessica (1980).

Applying a systems view to placement and career services in rehabilitation: A survey. Journal of Applied Rehabilitation Counseling, 11(3), 149-155.

job placement / vocational rehabilitation / program evaluation

This article reports a survey of 33 vocational rehabilitation programs. An effort was made to determine the focus these programs had on placement, and further, whether longer-range career enhancement was at all considered. In order to look at these programs from as wide an angle as possible, a political systems view of organizations applied. Components of such systems include: 1) technology, 2) individuals, 3) group processes, 4) administration, and 5) external linkages. Results and conclusions are presented in each of these areas. Suggestions for restructuring programs to better accommodate placement and career enhancement are offered.

325.
Lonnquist, Daniel E. (1979).

Employment rates among severely physically disabled and nondisabled college graduates and dropouts. Journal of Applied Rehabilitation Counseling, 10(1), 24-27.

follow-up studies / post-secondary education / employment

This study was based on a follow-up survey of handicapped students and a control sample of non-handicapped students. Dropouts and graduates from both samples were compared on the basis of employment rate. The handicapped students surveyed were 223 severely disabled former students who attended the University of Missouri-Columbia between 1960 and 1977. Non-disabled former students at UM-C were matched with the disabled respondents on sex, age, and educational variables. The finding that the unemployment rate for disabled graduates was significantly lower than the rate for disabled dropouts suggests that higher educational attainment is a definite advantage for severely impaired individuals in securing employment. The significantly higher unemployment rate of disabled respondents than the unemployment rate for respondents in the control sample was attributed to the physical impairment of the respondents in the handicapped sample.

326.
Green, Lowell E.; & Jones, C. D., Jr. (1982, August).

Oklahoma special education-vocational rehabilitation cooperative work-study program. Paper presented at Conference on Work Experience Programs for Handicapped Children. (ERIC Document Reproduction Service No. ED 240 749)

cooperative programs / secondary education / vocational education / interagency cooperation / model programs

Oklahoma's work study program for handicapped high school students, a cooperative effort between public schools and the State Departments of Education and Human Services, is described. Responsibilities of each party are discussed, and basic training elements are noted. Results of annual evaluations are cited, including the program's strengths. The added component of a summer program is described as an approach to ease the transition from one school year to the next. In addition, the cooperation among vocational rehabilitation, vocational technical education, and special education has resulted in such further programs as a network of vocational evaluation centers and shared funding arrangements for interpreters for the deaf at two state postsecondary schools.

327.
Stodden, Robert A. (1983, May).

Career vocational programming for the severely handicapped individual. Paper presented at the Conference of the American Association of Mental Deficiency, Dallas, TX. (ERIC Document Reproduction Services No. ED 236 858)

transition / sheltered workshops / vocational education

The paper reviews problems in the sheltered workshop concept and proposes a change of focus in the provision of occupational life preparatory services for individuals with severe disabilities. Among problems cited are a lack of efficient production and training technologies, a lack of trained community placement personnel, and a general lack of tasks or activities for work. In addition, the paper asserts that sheltered workshops have not placed enough emphasis on competitive employment nor have they expressed much interest in working with severely disabled persons. A transition approach is advocated which defines environmentally based programming on a cluster analysis of actual work roles. Such an approach produces outcomes in career development, prevocational areas, and vocational areas.

328.
Barber, Louis S. (1982).

Work experience education for individuals with exceptional needs at the secondary level in California. Summary. Sacramento, CA: California State Department of Education. Division of Special Education. (ERIC Document Reproduction Service No. ED 234 584)

secondary education / vocational education / work study programs / California

The paper summarizes efforts in California to provide handicapped secondary students with work experience education. Three types of work experience program in California are noted. Selection criteria for students include age level, full-time pupil basis, approval of parent/guardian and school guidance service, and appropriate vocational or educational goals. Employer selection criteria are also listed. Self-assessment and reviews by consultants are among the program evaluation methods identified. Elements of successful programs are administrative support and qualified personnel.

329.
Anderson, D. S.; & Blakers, C. (1983).

National Clearinghouse on Transition from School Abstracts, 2(3). Canberra, Australia: Australian National University. National Clearinghouse on Transition. (ERIC Document Reproduction Service No. ED 233 169)

Australia / vocational training / special education / employment / secondary education / transition

This publication contains abstracts of documents concerning the transition from school to work that were published in Australia since August 1980. The abstracts are arranged in the following categories: 1) social and educational developments in policy analysis and research, 2) programs involving proposals, reports, and evaluations, 3) program materials, bibliographies, and reports, and 4) periodicals.

330.
Iwler, Irvin H.; Palmieri, D. Frank; & Dominico, Janice C. (1982).

Mainstreaming handicapped students into cooperative education: A handbook for vocational educators. Pittsburgh, PA: Pittsburgh University, School of Education. (Sponsoring agency: Pennsylvania State Department of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education. (ERIC Document Reproduction Service No. ED 232 027)

vocational education / cooperative education / job placement / mainstreaming / secondary education

This handbook is intended to serve as a resource for cooperative education coordinators who must instill in handicapped students an awareness and grasp of the job-seeking and job-maintenance skills that are so vital in today's competitive job market. The handbook is organized into the following sections: 1) verbal characteristics, 2) personal/physical characteristics, 3) self-concept/personality characteristics, 4) work characteristics, and 5) handicap characteristics.

331.
Stieglitz, Maria N.; & Cohen, James S. (1980).

Career education for physically disabled students: A bibliography. Albertson, N.Y.: Human Resources Center. (Sponsoring agency: Rehabilitation Services Administration, Washington, D.C.). (ERIC Document Reproduction Service No. ED 227 637)

physically handicapped / career guidance / vocational education / curriculum / job placement

The bibliography contains over 3,000 citations on all aspects of career education and provides a frame of reference to adapt programs for the physically disabled. Sources were derived from the Educational Resources Information Center (ERIC) system, Dissertation Abstracts International, Education Index, and various public and private sector publications.

332.
Shworles, Thomas R. (1983).

The person with disability and the benefits of the microcomputer revolution: To have or to have not. Rehabilitation Literature, 44(11-12), 322-330.

microcomputers

This paper is an edited version of a keynote address presented at a national conference to explore the use of computers in aiding people with disabilities. In his presentation, Mr. Shworles voices concern regarding the benefits of the personal computer revolution as they affect disabled individuals. He emphasizes that people with disabilities must be included as "problem solvers" to effectively utilize personal computer technologies.

333.
Atkins, Bobbie J. (1978).

Vocational rehabilitation counseling for women: Recommendations for the eighties. Rehabilitation Literature, 43(7-8), 208-212.

rehabilitation counseling / women / income

A rehabilitated woman with a disability can expect on the average to earn only 56% of the wage earned by the average rehabilitated male. Given this and similar facts, the author suggests that vocational rehabilitation services ought to be examining staffing policies, counseling processes, and educational programs to determine if changes might be made to better meet the needs of women who are disabled. Not only is the need for change established, but potentially workable new approaches in each of these categories are outlined.

334.
Vash, Carolyn L. (1982).

Employment issues for women with disabilities. Rehabilitation Literature, 43(7-8), 198-207.

women / income / employment / career guidance

A 47.8% unemployment rate exists for women with disabilities having pre-disability work histories. Viewed by the author as an issue of major importance, employment status of women with disabilities is examined with an eye to future planning. Problems in employment of women with disabilities are first analyzed with career choice processes and assistive supports discussed. Job and career options are identified, and an overview of the current service system provided. Finally, a number of positive "avenues to progress" are presented.

335.
Thurer, Shari L. (1982).

Women and rehabilitation. Rehabilitation Literature, 43(7-8), 194-197, 207.

women / vocational rehabilitation

Basic rehabilitation issues are examined from a woman's perspective, with target need areas identified. Focuses of discussion include employment of women with disabilities, benefits, psychological concerns, sexual exploitation, and problems of mothers of individuals with disabilities. Major questions about the current structure of rehabilitation services are raised, and a number of changes in social policy are advocated.

336.
Goldberg, Richard T. (1984).

The human sciences and clinical methods: An historical perspective. Rehabilitation Literature, 45(11-12), 340-344.

rehabilitation history

The rehabilitation movement in the U. S. arose in an historical context and became intertwined with the political, economic, and social forces operating at the same time. Whereas the early stages of the movement were dominated by clinical assessment of individual needs, since 1945 the movement has been extended to include individuals whose disabilities reside in the social and environmental milieu. Persons on welfare, disability recipients, criminal offenders, alcoholics, and drug abusers require alteration of the social milieu. Similarly, persons with severe physical disability require the environmental and social supports of housing, transportation, and modified jobs in order to use their ability in the workplace.

337.
Trieschmann, Roberta B. (1984).

Vocational rehabilitation: A psychological perspective. Rehabilitation Literature, 45(11-12), 345-348.

vocational rehabilitation / employment / social skills / productivity

Vocational rehabilitation services which focus on issues relevant to the decades of the 1980's and 1990's will have an expanded outlook. Employment will be considered to be just one facet of the broader issue of productivity and productivity is a legitimate focus. Productivity in any one individual will result from the interaction of personal, intellectual-physical, and environmental influences, and therefore all rehabilitation services should focus on the multiplicity of variables which affect a person's life rather than only on client motivation.

338.
Stubbins, Joseph; & Albee, George W. (1984).

Ideologies of clinical and ecological models. Rehabilitation Literature, 45(11-12), 349-353.

vocational rehabilitation

The practice and research of vocational rehabilitation are influenced as much by ideology as they are by scientific considerations. The ideologies implicit in the clinical and ecological models are compared. The values underlying the clinical model of vocational rehabilitation are consistent with American attachment to individualism; those connected with the ecological model emphasize interdependence and the influence of a wide range of social, economic, and political factors in accounting for the employment problems of disabled persons. These differing ideologies correspond to the perceived interests of professionals and consumers of rehabilitation.

339.
Coudroglou, Aliki (1984).

Disability: The view from social policy. Rehabilitation Literature, 45(11-12), 358-361.

vocational rehabilitation / federal legislation / cost effectiveness

The author discusses the shortcomings and contradictions of rehabilitation policies based on her examination of federal legislation. She concludes that existing legislation is fragmented by too many administrative divisions based on when and how disabilities were acquired. This results in inefficiency and inequities. At the practical level, this means that disabled persons enjoy unequal opportunities to join the mainstream of society.

340.
Hahn, Harlan (1984).

Reconceptualizing disability: A political science perspective. Rehabilitation Literature, 45(11-12), 362-365, 374.

attitudes / discrimination / rehabilitation research

The increasing recognition that the problems of disabled citizens emerge primarily from their status as members of a minority group rather than from functional impairments or vocational deficiencies indicates a need to reconceptualize the study of disability. From a sociopolitical perspective, which regards disability as a product of the interaction between the individual and the environment, activities might appropriately be undertaken to reduce attitudinal, organizational, and structural discrimination against disabled persons in employment as well as other areas of life. There is a need for multidisciplinary research and training on disability, and for rehabilitation policy to support these efforts. By launching expanded research on the disability experience, social values, comparative policies, and rehabilitation policy-making, political scientists might offer an important contribution to this approach.

341.
Croxen, Mary; & Finkelstein, Vic (1984).

Vocational rehabilitation: A USA/UK cross-cultural perspective. Rehabilitation Literature, 45(11-12), 370-374.

vocational rehabilitation / Great Britain / employment

The authors see more similarities than differences between vocational rehabilitation in the U. S. and United Kingdom. Focusing on differences distracts attention from important structural similarities of the two national systems. High levels of unemployment among disabled people respond insignificantly to techniques of vocational rehabilitation. They suggest rehabilitation services are provided to stabilize the social order and to deflect dissatisfaction from more fundamental causes of the poor quality of life among disabled. They challenge professionals to re-examine their functions in the light of their critique of vocational rehabilitation.

342.
Warren, Rachel D. (1984).

REACH for a difference-in the way you live: Guidelines for disabled adolescents. Rehabilitation Literature, 45(9-10), 274-281.

independent living / transition / interagency cooperation / community integration

Teen-agers with disabilities should be given the opportunity to eventually separate from their families and to establish a home of their own. Programs to prepare teen-agers for this have barely begun, as existing programs are presently targeted for adults. These rapidly growing programs for adults include community housing, life skills, and family support programs. This article stresses the preparation that must begin with teen-agers to encourage this transition. Collaboration of the family, teen-ager, and community should be supported in order to offer a "REACH Program". Armed with a REACH program, communities can be pioneers in this arena. The community team must forge ahead to allow teens and families to experience a normal transition into adulthood.

343.
Versluys, Hilda P. (1984).

Community reintegration: The value of educational-action-training models. Rehabilitation Literature, 45(5-6), 138-145.

vocational rehabilitation / independent living / community integration / transition / occupational therapy

This article describes the principles that guide occupational therapy program development, the use of therapeutic and educational activities, and the components of transitional program models.

344.
Matkin, Ralph E. (1984).

Cashing in on recovery: A challenge for rehabilitation. Rehabilitation Literature, 45(3-4), 74-79, 89.

vocational rehabilitation / administration

Historically, the rehabilitation field was created and nurtured by the federal government. The benefits associated with this relationship have yielded a human service program that pays for itself by returning disabled citizens to productive, tax-paying jobs. The limitations imposed by this relationship, however, have resulted in a field that is dependent on government funding for survival and has retarded development of professional identity among its members and recognition among allied health occupations. These liabilities have been most evident during the recent economic recession, and are characterized by lack of leadership, "crisis" management, and a reactive attitude to issues confronting the rehabilitation field. In order for the field to survive in the emerging economic recovery, it must adopt an attitude of flexibility, efficiency, and self-sufficiency in areas of leadership, management, education, and professionalism.

345.
Schlenoff, David (1983).

Rehabilitation of unemployable mentally retarded persons: The avocational alternative. Rehabilitation Literature, 44(1-2), 27-28.

psychiatrically disabled / vocational rehabilitation / avocational rehabilitation

The problem of vocational rehabilitation of unemployable, mentally restored persons is discussed, and the alternative approach of avocational rehabilitation is posited. Suggestions for instituting avocational rehabilitation are offered for the counselor.

346.
Murphy, Stephen T.; & Ursprung, Alex (1983).

The politics of vocational evaluation: A qualitative study. Rehabilitation Literature, 44(1-2), 2-12, 18.

vocational evaluation

Using participant observation and in-depth interviewing, two vocational evaluation facilities were studied. Observations were made for 10 weeks, consisting of approximately 70 hours of field observation and 40 hours of interviewing. Five professionals and eight clients were observed and interviewed. A variety of professional and organizational factors were found to be integral and contradictory parts of the assessment, affecting its character and outcome. The implications of the findings are discussed.

347.
Casey, Andrea J. (1983).

Developing a dialogue between rehabilitation practitioners and researchers: A research dissemination approach. Rehabilitation Literature, 44(3-4), 76-79.

rehabilitation counseling / interagency cooperation

"Dialogue with Researchers" is a research dissemination program The George Washington University Rehabilitation Research and Training Center has used during the past three years. This program offers researchers the opportunity to discuss their project with a small group of rehabilitation practitioners in an informal setting in the practitioners' work environment.

Practitioners learn about current research being conducted in their fields and researchers receive immediate feedback about the utilization potential of their efforts, discover areas for future research, and new ways to utilize research findings more effectively.

348.
Cook, Daniel W. (1983).

Postservice adjustment of former rehabilitation center clients: A longitudinal analysis. Rehabilitation Literature, 44(7-8), 194-200.

vocational rehabilitation / follow-up studies

This study contacted 105 vocational rehabilitation clients two to four years after discharge from a comprehensive rehabilitation center. Descriptive information on the postservice vocational, economic, and psychosocial adjustment of former clients are detailed and relationships between client characteristics, types of services provided, type of center outcome, and client vocational status at follow-up are discussed. Three case vignettes describing different kinds of client outcomes are provided, and the relationship between center work evaluation procedures and client outcome is highlighted.

349.
Priest, John W.; & Roessler, Richard T. (1983).

Job analysis and workplace design resources for rehabilitation. Rehabilitation Literature, 44(7-8), 201-205, 216.

vocational rehabilitation / job analysis / work environment / employment

To improve the employment outcomes of persons with disabilities, vocational rehabilitation must utilize the skills of a wide variety of professions. One of the newer members of this rehabilitation team is the industrial engineer. Skills of the industrial engineer such as job analysis and workplace design provide the basis for identifying job opportunities and removing workplace barriers. This article describes different methods of job analysis in terms of the information they can provide industry in its efforts to accommodate workers with disabilities. A specific application of the physical demands analysis method recently developed by the Materials Development Center (University of Wisconsin-Stout) is discussed. The method provides the industrial engineer with easy-to-use checklists for evaluating job tasks and facilities.

350.
Geist, Chrisann Shiro; & McGrath, Charline (1983).

Psychosocial aspects of the adult learning disabled person in the world of work: A vocational rehabilitation perspective. Rehabilitation Literature, 44(7-8), 210-213.

vocational rehabilitation / learning disabilities

Various vocational alternatives available to adult learning disabled persons are examined, along with suitable intervention strategies which may be utilized by the vocational rehabilitation counselor.

351.
Rusch, Frank R.; & Chadsey-Rusch, Janis (1985).

Employment for persons with severe handicaps: Curriculum development and coordination of services. Focus on Exceptional Children, 17(9), 1-8.

curriculum / employment / interagency cooperation / model programs / secondary education / vocational training / transition

This article emphasizes (1) employment as a meaningful outcome for the severely handicapped and (2) the preparation/education necessary for the handicapped to enter and stay in the world of work (sheltered employment and competitive). Preparation for employment should take place when the student is between the ages of 13-21; and not only the schools, but school personnel, need to assume a leadership role to enhance students' meaningful transition from school to work. This paper provides curriculum guidelines that will enable school personnel to assume such roles. In addition, this paper describes the need for coordinated services so that the transition from school to work is effective and efficient.

352.
Depaolo, Ann (1976).

Comparison of hearing impaired to hearing graduates on the High School Graduates Follow Up Career Survey. Scranton, PA: Northeastern Educational Intermediate Unit. (Sponsoring Agency: Office of Education (DHEW), Cooperative Research Program, Washington, DC; Pennsylvania State Department of Education, Bureau of Vocational Education, Harrisburg.) (ERIC Document Reproduction Service No. ED 138 011) hearing impaired / employment / follow-up studies / vocational adjustment

The postsecondary activities of 16,759 hearing and 21 hearing-impaired graduates of 1973 vocational education programs in Pennsylvania were compared. Both groups were administered the High School Graduate Followup Career Survey, which measured such factors as motivation to work in the field of study, time period before full-time employment, and gross salary distribution. Results indicated that over half the hearing impaired Ss obtained their jobs through parents or relatives compared to 12% of the hearing Ss; none of the hearing impaired Ss obtained jobs through school cooperative programs, which were cited by 15% of the hearing Ss. Other results suggested that more hearing impaired graduates worked rather than going to college. Findings pointed to the need for a greater variety of work oriented programs and supportive services for the hearing impaired.

353.
Hippolitus, Paul; Stevens, Marsha; Meers, Gary; & Schwartz, Stuart (1979).

A blueprint for ACTION. Washington, DC: President's Committee on Employment of the Handicapped. (ERIC Document Reporduction Service No. ED 197 192)

interagency cooperation / employment / employee attitudes / vocational training / public policy / business and industry / sheltered workshops / barriers

This document provides a "blueprint for action," based on the findings of Pathways to Employment II, a national meeting designed to identify local, state, and national strategies for improving the opportunities available to disabled youth for education, training, and employment. Following a statement of the problem, and a summary of the administrative and legislative recommendations, and recommendations to the education community and to the handicapped public, the booklet presents local, state, and national strategies. Each strategy area is accompanied by a list of the barriers to the handicapped in that area, a recommendation of what should be done, a statement of how it can be done, and a statement of who has to take the action. Strategies are developed for overcoming barriers to the handicapped in the following areas: financing, personnel preparation, programming, legislation, parents and advocacy groups, materials, interagency cooperation, employers, unions, accessibility, consumers, testing and evaluation, attitudes, insurance, and sheltered workshops. The publication also offers a description of how a similar meeting could be held on the state or local level, and provides a list of workshop delegates to Pathways II.

354.
Phelps, L. Allen; & Treichel, Janet (1983).

Industry-education collaboration for special needs youth and adults. Charleston, IL: Eastern Illinois University; Springfield, IL: Illinois State Board of Education, Department of Adult, Vocational and Technical Education. (Sponsoring Agency: Illinois State Depart of Commerce and Community Affairs, Springfield.) (ERIC Document Reproduction Service No. ED 241 719)

cooperative programs / Illinois / interagency cooperation / model programs / business and industry / vocational education

This publication examines seven programs that emphasize industrial and educational collaboration for special needs youth and adults in Illinois. The programs use various strategies to help persons with special needs, such as disadvantaged, handicapped, and limited-English-proficient persons, to prepare for the economic and employment mainstream. The seven programs are conducted by Training, Inc.; LIFT, Inc.; Electronic Industries Foundation; Minority Economic Resources Corporation; McDonalds Corporation; Illinois Bell; and Motorola. These programs were chosen for inclusion in the guide to illustrate the variety of target populations being served; a range of employment opportunities in new, emerging and technology-intensive occupations; and the array of training techniques, materials, and incentives used to educate special needs learners. A training program matrix in the guide summarizes the key components and types of students served for each of the programs. The final section of the guide describes the strategies that the programs use for collaboration with schools, community colleges, and other public agencies. A list of references and resources completes the publication.

355.
Cornes, Paul (1984).

The future of work for people with disabilities: A view from Great Britain (Monograph Number Twenty Eight). New York: World Rehabilitation Fund, Inc. (Sponsoring Agency: National Institute of Handicapped Research (ED), Washington, DC.) (ERIC Document Reproduction Service No. ED 252 989)

Great Britain / employment / vocational rehabilitation

The monograph examines reasons for declining placement of people with disabilities reported since 1970 by vocational rehabilitation programs. It begins by briefly noting the changing face of industrial society and suggests the need to reexamine traditional concepts of work as paid employment. The effects of new technologies are traced, along with changes in the distribution of occupations, changes in working conditions and the organization of work, changes in attitudes toward work and the meaning of work. The origins and evolution of British vocational rehabilitation are noted, and trends revealing the accumulation of a large pool of long-term unemployed disabled people are cited. The final section addresses the future of the British vocational rehabilitation system, noting the need for improvement in four areas: assessment and intervention methods appropriate to a post-industrial society, increased services to underserved portions of the disabled population (e.g. disabled women, disabled people in rural areas), increased attention to the social and economic context in which services are provided, and use of more sophisticated planning and decision making aids.

356.
Feldt, Glenda D. (1985).

Work Adjustment Training: A working model in the public schools. Virginia Beach, VA: Author. (ERIC Document Reproduction Service No. ED 254 999)

Virginia / secondary education / model programs / vocational adjustment / vocational education

A training program which has been operating in Virginia Beach City Public Schools since 1980 provides services to disadvantaged and handicapped students ranging in age from 14 to 22 years. Each student participates on an individualized basis in academic and vocational activities, with rehabilitation counseling support, to develop appropriate work habits and behaviors. Students who are successful in meeting their work adjustment goals may exit this program and enter vocational training or competitive employment outside the schools. The staffing pattern includes a part-time coordinator, a full-time work adjustment specialist, a work adjustment vocational instructor, and a work adjustment academic instructor. Follow-up services are conducted after students leave the program.

357.
Antonak, Richard F. (1982).

Development and psychometric analysis of the Scale of Attitudes toward Disabled Persons. Journal of Applied Rehabilitation Counseling, 13(2), 22-29.

attitudes / Scale of Attitudes toward Disabled Persons

The Scale of Attitudes toward Disabled Persons (SADP) was developed as a contemporary, brief, easy to administer and score, and psychometrically sound instrument to provide a valid, reliable, and multidimensional measure of attitudes toward disabled persons as a group. The 24 item SADP provides a total score as well as three factorially derived subscale scores. Data are presented which indicate satisfactory item characteristics, reliability, and internal consistency for the total scale and subscales. Detailed analyses revealed the subscales to be homogeneous, specific, and reasonably independent. The results of several correlation analyses support the construct validity of the SADP, while a criterion-related validity coefficient of .54 was obtained with a reduced version of the Attitude Toward Disabled Persons (ATDP) scale Form-O. Factorial congruence of the two scales support the use of SADP as a measure of the primary dimensions of attitude toward disabled persons, and for the investigation of questions concerning their formation, structure, correlates, and modification.

358.
Icabone, Dona Gordon; & Gallery, Michael Edward (1982).

Caught in the mainstream: The severely and profoundly retarded learner and the least restrictive environment. Rehabilitation Literature, 43(3-4), 66-71, 85.

mainstreaming / least restrictive environment

The education of children with disabilities in the least restrictive environment is a concept supported by professionals and by the law. The implementation of this concept, however, has not been easy. In particular, there has been confusion in the meaning of the concept as applied to severely and profoundly retarded learners. Through a literature review, this article traces the development of the concept of least restrictive environment, offers some guidelines for its application with severely and profoundly retarded learners, and posits some relevant research questions related to the topic.

359.
Martin, James E.; Schneider, Kenneth E.; Rusch, Frank R.; & Geske, Terry G. (1982).

Training mentally retarded individuals for competitive employment: Benefits of transitional employment. Exceptional Education Quarterly, 3(3), 58-66.

competitive employment / vocational training / Supplemental Security Income (SSI) / disincentives to work

Data presented in this article suggest that competitive employment is an efficient use of society's resources. Counterfactual data clearly indicate that traditional placement of an individual into extended employment, work activity, or day care results in a fixed cumulative cost to society. Presently, there are sufficient disincentives associated with supplemental security income (SSI) and similar welfare programs for disabled individuals. This indicates that competitive employment programs will continue to be underrepresentative and largely unavailable options to mentally retarded and other developmentally disabled persons. Familiarity with the rules and regulations associated with SSI security income alone would point out that persons who are not participating in transitional employment training often earn more money than those receiving training. It is safe to project that until the disincentives are minimized to support the nonmonetary benefits of competitive employment and community participation, the mentally retarded person earning less than a minimum wage in a sheltered workshop will continue to absorb a disproportionate share of our society's resources and contribute little to our national economic base.

360.
Crouch, Katherine P.; Rusch, Frank R.; & Karlan, George R. (1984).

Competitive employment: Utilizing the correspondence training paradigm to enhance productivity. Education and Training of the Mentally Retarded, 19(4), 268-275.

competitive employment / productivity / vocational training / model programs

This investigation sought, through the use of reinforced, verbal statements, to decrease the time three moderately mentally retarded employees spent completing work tasks. The reinforced statements included start and completion time statements, and clock orientation statements describing start and completion times. As a result of this investigation, all three subjects improved their work performance. Also, two of the three subjects met supervisor-established time criteria with few exceptions. The third subject attained his criterion after the time criterion was increased by an additional 5 min. The use of reinforced, work-related statements and the cueing of such statements are discussed as components for behavior change.

361.
Wehman, Paul; Renzaglia, Adelle; & Bates, Paul (1985).

Functional living skills for moderately and severely handicapped individuals. Austin, TX: PRO-ED, Inc.

independent living / community-integration / sheltered workshops / competitive employment / advocacy / vocational training

Greater attention is being given to the importance of teaching functional living skills. The information presented in this book draws from the most recent research literature as well as the authors' direct instructional experiences. The emphasis is on programs for moderately and severely handicapped individuals. The major theme of the book is that training must be practical and take place in natural settings. Community-based instruction in the practical life skills is proposed. Throughout the chapters a recurring emphasis is on the collection of program data or verification that skills have actually been acquired. This text has been written for teachers-in-training as well as those direct service providers already in the field who interact daily with moderately and severely handicapped people. The narrative, tables, figures, and references included in this book are designed for direct service personnel who plan programs regularly for moderately and severely handicapped people.

362.
Karlan, George R.; & Rusch, Frank R. (1982).

Analyzing the relationship between acknowledgment and compliance in a nonsheltered work setting. Education and Training of the Mentally Retarded, 17(3), 202-208.

employment / productivity

The relationship between acknowledgment and compliance in the work performance of two moderately retarded adults was examined. Specifically, observations and interventions were undertaken to determine whether increasing acknowledgment of the receipt of instructions produced concurrent increases in compliance with the instructions. Following baseline assessment, verbal prompts and token points were introduced in muiltiple-baseline fashion. Verbal prompts appeared to affect acknowledgment of instructions for both subjects and increased compliance in only one subject substantially and only slightly for the other subject.

363.
Paine, Stan C.; Bellamy, G. Thomas; & Wilcox, Barbara (1984).

Human services that work: From innovation to standard practice. Baltimore: Paul H. Brookes Publishing Co.

human services / model programs

An increasing number of policy initiatives, research efforts, advocacy groups, and appropriations have been introduced with the common goal of creating human services that work. These activities share an attempt to move innovations from the place of development to use in regular, local service delivery. This volume focuses on one approach to improving human services - the development and replication of standardized models. This emphasis on models is meant to complement, not replace, other strategies. Although relatively little used today, models provide a promising approach for disseminating some kinds of service innovations.

The purpose of this book is to collect and synthesize the current expertise in model development, standardization, and replication. Models now exist in a variety of human service areas, and despite some differences in content and strategy, there is remarkable consistency in the way they address basic program issues. There are two objectives in making these common strategies explicit: 1) to facilitate use of the model development approach by researchers, service providers, and funders; and 2) to provide a sufficiently detailed account of the methodology of model development and replication to constitute a foundation on which future advances in this area can build.

364.
Wilcox, Barbara; & Bellamy, G. Thomas (1982).

Design of high school programs for severely handicapped students.
Baltimore: Paul H. Brookes Publishing Co.

curriculum / secondary education / individual education program (IEP) / independent living / community integration / vocational education / transition

Once virtually ignored, high school services for students with severe handicaps now command significant attention from policymakers, program administrators, researchers, and advocates. With this increasing attention will come improved instructional procedures, more appropriate service models, and more extensive community participation. The excitement of such developments seems likely to outweigh today's concerns about fiscal constraints, regulatory changes, and organizational uncertainty. As the first text focused exclusively on secondary services for students with severe handicaps, this book is a point of departure for developments that will surely follow. It is intended as an integration of current best practice and promising approaches that, when more universally implemented, should result in more effective, efficient, integrated, and humanizing service models and, most importantly, more competent program graduates. The text is an attempt to combine academic and practical perspectives, to integrate federal policy with local problem solving, and to blend research with service.

365.
Council of Administrators of Special Education, Inc. (CASE). (A division of the Council for Exceptional Children.) (1985).

Quantitative vs. qualitative approaches to quality special education program evaluation. Bloomington, IN: CASE Research Committee, Indiana University.

program evaluation / special education / quantitative methodology / qualitative methodology

In response to the public's call for quality and excellence in education and as part of its continuing commitment to provide information on most recent developments in quality program evaluation, the CASE Executive Committee was charged with providing a document that compares contemporary program evaluation approaches. One approach, presented by Lester J. Horvath, is based upon traditional scientific inquiry and emphasizes quantitative methods. The second approach, presented by Edith E. Beatty, is based upon a naturalistic paradigm and emphasizes qualitative methods. With this juxtaposition of views and methodologies, this document offers a more complete picture of evaluation for those who are involved in the design and implementation of school improvement efforts.

366.
McCord, William T. (1983).

The outcome of normalization: Strengthened bonds between handicapped persons and their communities. Education and Training of the Mentally Retarded, 18(3), 153-157.

normalization / community integration

A diagnostic/treatment approach to the needs of handicapped persons has shaped the development of our human services. Consequently, the principle of normalization is scrutinized from a traditional clinical perspective and is erroneously viewed as a "people-changing" intervention which attempts to make handicapped persons "normal." Normalization evolves from a recognition that handicapped people are perceived as deviant and become disconnected, in some or all aspects of their lives, from their communities. Therefore, according to the normalization principle, the usefulness of any human service technology (e.g., programs, staffing patterns) must be evaluated within the context of its potential for strengthening the bonds betweeen handicapped and nonhandicapped persons.

367.
Owings, Jeffrey; & Stocking, Carol (1985).

High school and beyond: A national longitudinal study for the 1980's. Characteristics of high school students who identify themselves as handicapped. Washington, DC: National Center for Education Statistics.

data analysis / follow-up studies / educational outcomes / employment / secondary education

High School and Beyond is a longitudinal survey of large samples of youth who were high school sophomores and seniors in 1980. It involves the construction of a complex, comprehensive data base, including student questionnaire and cognitive tests data; information from school administrators and teachers; high school and college transcripts and other school record information; survey data from parents of selected students; and data from the Bureau of the Census, the Department of Labor, and other Department of Education files. Although the primary focus of the study is on educational processes and outcomes, detailed data are also collected on career development, labor force participation and military service, as well as on a variety of personal and family characteristics. Relatively little attitude or opinion data are collected.

The central purpose of the study is to assist in the formulation and evaluation of education policy at the Federal, State and local levels. From the outset, however, an attempt has been made to maximize the utility (and, hence, the use) of the data to the entire spectrum of interests within the education community.

368.
Bowe, Frank (1985).

Intercompany action to adapt jobs for the handicapped. Harvard Business Review, 63(1), 166-168.

Job Accommodation Network / vocational rehabilitation / business and industry / accommodation

This article describes the workings of JAN, the Job Accommodation Network, which was organized for employers by employers, to offer information about what companies have done to meet the special needs of its disabled employees. (JAN is a database of information offering useful ways employers can accommodate handicapped workers.) JAN represents an important new reseource for management.

369.
Davis, Paula; Bates, Paul; & Cuvo, Anthony J. (1983).

Training a mentally retarded woman to work competitively: Effect of graphic feedback and a changing criterion design. Education and Training of the Mentally Retarded, 18(3), 158-163.

competitive employment / vocational training / job coach / behavioral training strategies / program evaluation

A young woman with moderate mental retardation was involved in a vocational training experience in the food service section of a hospital kitchen. For one aspect of her job performance (i.e., stripping breakfast trays), an on-the-job coach provided graphic feedback on her speed. A changing criterion design was used to demonstrate the effectiveness of the graphic feedback procedures in increasing her speed from an unacceptable level to the rate required for competitive employment. Program effectiveness was also measured through a social validation questionnaire involving co-workers.

370.
Roth, Rodney; & Smith, Tom E. C. (1983).

A statewide assessment of attitudes toward the handicapped and community living programs. Education and Training of the Mentally Retarded, 18(3), 164-168.

attitudes / community integration

Currently, more severely and multihandicapped persons are being moved from institutions to community programs than were involved during the first few years of deinstitutionalization. While community living programs for mildly disabled persons have been shown to be accepted, the change in the populations of community programs might create a change in the acceptance level by the general public. Results from this statewide survey, however, indicated that (a) acceptance of more severely disabled persons is likely; (b) the knowledge about mentally retarded, cerebral palsied, epileptic, and autistic individuals is accurate; and (c) attitudes toward the disabled and community living facilities are positive.

371.
Nietupski, John A.; Hamre-Nietupski, Susan; Welch, Jarry; & Anderson, Ronald J. (1983).

Establishing and maintaining vocational training sites for moderately and severely handicapped students: Strategies for community/vocational trainers. Education and Training of the Mentally Retarded, 18(3), 169-175.

community integration / rehabilitation counseling / model programs

Several strategies are presented which might be employed by community/vocational trainers in establishing and maintaining community-based vocational training sites. The strategies include both recommended procedural steps as well as interpersonal approaches employed by successful community/vocational trainers.

372.
Goodall, Patricia A.; Wehman, Paul; & Cleveland, Paula (1983).

Job placement for mentally retarded individuals. Education and Training of the Mentally Retarded, 18(4), 271-278.

job placement / business and industry / rehabilitation personnel

The authors present an overview of the current trend in competitive placement for mentally retarded individuals, while stressing the need for an improvement in job placement services for the mentally retarded population. Initially, a description of the activities and competencies necessary in the job placement of mentally retarded persons is presented. Following this discussion, a brief analysis of problems and solutions associated with job placement in industry is provided.

373.
Stainback, William; Stainback, Susan; & Strathe, Marlene (1983).

Generalization of positive social behavior by severely handicapped students: A review and analysis of research. Education and Training of the Mentally Retarded, 18(4), 293-299.

community integration / generalization / social skills

Because of the recent movement to integrate severely handicapped students into a variety of school and community environments, it is becoming increasingly important that severely handicapped students be able to generalize their social skills across a variety of people and settings. In this article, the authors review the research on promoting positive social behavior of severely handicapped students and analyze the research in terms of those factors that have been found to influence generalization. Practical implications are drawn from the research reviewed in regard to how educators might better foster generalization of the positive social behaviors of severely handicapped students.

374.
National Network for Professional Development in Vocational Special Education (1985, April).

Conference Proceedings from: Enhancing transition from school to the workplace for handicapped youth: The role of special education; Anaheim, CA. (Conference Proceedings Document: 3). Champaign, IL: University of Illinois, College of Education, Office of Career Development for Special Populations (OCDSP). (Sponsoring Agency: U. S. Department of Education, Office of Special Education and Rehabilitative Services, Washington, DC.)

transition models / special education / personnel preparation / National Network for Professional Development in Vocational Special Education

The goal of this document (#3 of 3) is to present the proceedings and discussions from the conference "Enhancing Transition from School to the Workplace for Handicapped Youth: The Role of Special Education," Anaheim CA, April 15-16, 1985. The purposes of the conference were twofold: 1) to describe the role of special education in facilitating the transition process, and 2) to discuss the personnel preparation implications as it relates to this role. (See Entry Nos. 168 and 157 for conference documents 1 and 2, respectively.)

375.
Frith, Greg H.; & Edwards, Raleigh (1982).

Competitive employment training for moderately retarded adolescents. Education and Training of the Mentally Retarded, 17(2), 149-153.

competitive employment / transition models / secondary education

This article is intended to advance the concept of competitive employment training for moderately retarded adolescents by providing a review of the model delineating the roles of responsible agencies and personnel and describing a local training model operated by a rural school system.

376.
Phelps, L. Allen (1985, April).

Vocational education: Retooling the enterprise for job training. Illinois Issues, pp. 28-33, 43.

vocational education / Illinois / vocational training / economic development

This article offers a critical analysis of the current policy questions facing vocational education and describes succinctly the vocational education enterprise in Illinois - and its productivity. Central to the future of vocational education is the intense, continuing debate regarding its mission and purpose as viewed by business and labor and the educational professionals. Specifically, the role of public vocational education programs is being shaped in response to economic development initiatives, to job training and retraining demands and to technology changes. In light of these needs and changes, the article seeks to answer the question: How should vocational education policy be revised?

377.
Anthony, William A.; & Jansen, Mary A. (1984).

Predicting the vocational capacity of the chronically mentally ill: Research and policy implications. American Psychologist, 39(5), 537-544.

vocational rehabilitation / psychiatrically disabled / employment / Social-Security benefits

In response to the growing recognition that adequately trained personnel and appropriate intervention techniques were not available to meet the rehabilitatiion needs of psychiatrically disabled persons, the first Rehabilitation Research and Training Center in Mental Health was established in August 1979. Because the Center's mandate is to focus on problems of national scope and because the chronically mentally ill have recently been severely adversely affected by Social Security Administration actions that have terminated disability benefits, a review of the research literature surrounding the vocational capacity of psychiatrically disabled persons was undertaken. This article details results of that review, identifies needed research in the area of employability of the chronically mentally ill, and notes implications for policy.

378.
Gibson, David; & Fields, Donald L. (1983).

Fifty years of institutional habilitation outcomes: Inventory and implications. Education and Training of the Mentally Retarded, 18(2), 82-89.

follow-up studies / habilitation outcomes

The habilitation success record of residential programs for the mentally handicapped is examined across a five decade period. Temporal variability within the record is more easily attributed to the adequacy of past accountability research and to evolving or devolving public policy than to program effects, socio-economic climate, or receiver group attitudes as these shift over time. The findings of the aggregate analysis appear to have implications for future program accountability research strategies exercised on behalf of the newer community-based habilitation services network.

379.
Thomas, M. Angele (1983).

Improving vocational education for mentally retarded persons: A conversation with L. Allen Phelps. Education and Training of the Mentally Retarded, 18(1), 34-37.

vocational education / employment / interagency cooperation

In this interview Dr. Phelps describes some of the major issues confronting vocational programming for the mentally retarded in the 1980's. Also discussed is the extent to which professional roles, responsibilities, and certification patterns are changing. He calls on professional organizations to help facilitate these changes and offers recommendations for interagency coordination in the education and employment of mentally retarded individuals.

380.
Wehman, Paul (1984, October).

Transition for handicapped youth from school to work. Interchange, pp. 1-6.

transition models / community integration / curriculum / employment / retraining

This paper presents a rationale, a definition for meaningful transition, and a three-stage model for implementing transition programs for handicapped youth. A major part of the article has been directed toward emphasizing the necessity for a functional curriculum in integrated educational settings with community-based training opportunities. In addition, a series of employment opportunities are presented as community service vocational outlets for special education graduates. New efforts at retraining personnel are highly recommended.

381.
U. S. Department of Labor, Employment Standards Administration, Employment & Training Administration. (1977).

Sheltered workshop study: A nationwide report on sheltered workshops and their employment of handicapped individuals (Vol. 1). Washington, DC: Author.

sheltered workshops / income

This report was designed to provide a comprehensive analysis of policies, programs and services of sheltered workshops serving handicapped individuals. A profile of the types of handicapped persons served, an analysis of wage earnings and fringe benefits, a review of the financial structure and the makeup of the staff, and other pertinent information were developed from a survey of the sheltered workshop universe in 1973. The purpose of the study was to provide specific information which will permit an evaluation of the effectiveness of sheltered workshops.

382.
Wentling, Tim L., et al. (1978).

A system for the identification, assessment and evaluation of the special needs learner in vocational education. Urbana, IL: University of Illinois, Bureau of Educational Research. (Sponsoring Agency: Department of Health, Education and Welfare, Office of Education, Bureau of Occupational and Adult Education, Washington, DC.) (ERIC Document Reproduction Service No. ED 176 031)

vocational evaluation / special education / program development / vocational education

This resource package contains an administrator's manual and nine instructor guides designed to assist local education agency personnel in the development of functional and systematic procedures for identifying and assessing the needs of special students enrolled in vocational education programs. The administrator's manual provides a description of the three-phase identification and assessment system and suggests procedures for implementation and evaluation. The first instructor's guide presents a description of the system and briefly describes how the information offered in Guides 2-9 fits together to provide a workable structure for the continuous assessment of student needs and progress in vocational education. The remaining eight instructor guides provide guidelines for the following activities: identifying students with special needs (Guide #2); assessing the student's present level(s) of performance (Guide #3); preparing an individualized vocational plan (Guide #4); using the training plan in concurrent work-education programs (Guide #5); assessing vocational skill development (Guide #6); monitoring the student's individualized vocational plan (Guide #7); conducting student follow-up (Guide #8); and conducting employer follow-up (Guide #9). Guides 2-9 also include sample reports and related forms.

383.
President's Committee on Employment of the Handicapped (1982).

Jobs for disabled people: A resource guide. Washington, DC: Author.

employment / advocacy / business and industry

This guide provides direction, identifies resources, encourages community, consumer and professional organizations to research, plan and produce programs that benefit both disabled job seekers and business.

384.
Glass, Gene V.; McGaw, Barry; & Smith, Mary Lee (1981).

Meta-analysis in social research. Beverly Hills, CA: SAGE Publications.

meta-analysis / evaluation research

The authors of this book propose meta-analysis - the statistical analysis of the findings of many individual analyses - as the answer to synthesizing and interpreting the overwhelming accumulation of social and behavioral research. This book offers a systematic approach for the accumulation and integration of research findings.

385.
Baker, Eva L.; & Quellmalz, Edys S. (Eds.) (1980).

Educational testing and evaluation: Design, analysis, and policy. Beverly Hills, CA: SAGE Publications.

educational measurement / educational policy

The authors focus on a number of important items in educational testing and evaluation: 1) modeling tests referenced to the contents of instructional programs, 2) examining controversial metholodological issues, and 3) relating some of the more critical issues in educational testing to educational policy. Perspectives are provided from a variety of empirical, methodological, evaluative, and policy-oriented views on education.

386.
Rossi, Peter H.; & Freeman, Howard E. (1985).

Evaluation: A systematic approach (3rd ed.). Beverly Hills, CA: SAGE Publications.

evaluation / human services / evaluation research

This book provides comprehensive treatment of evaluation research. The following topics are discussed: 1) evaluation programs and policies, 2) tailoring evaluations, 3) diagnostic procedures, 4) program monitoring and accountability, 5) impact assessment, 6) measuring efficiency, and 7) the social context of evaluation.

387.
Bowe, Frank (1980).

Rehabilitating America. New York: Harper & Row Publishers.

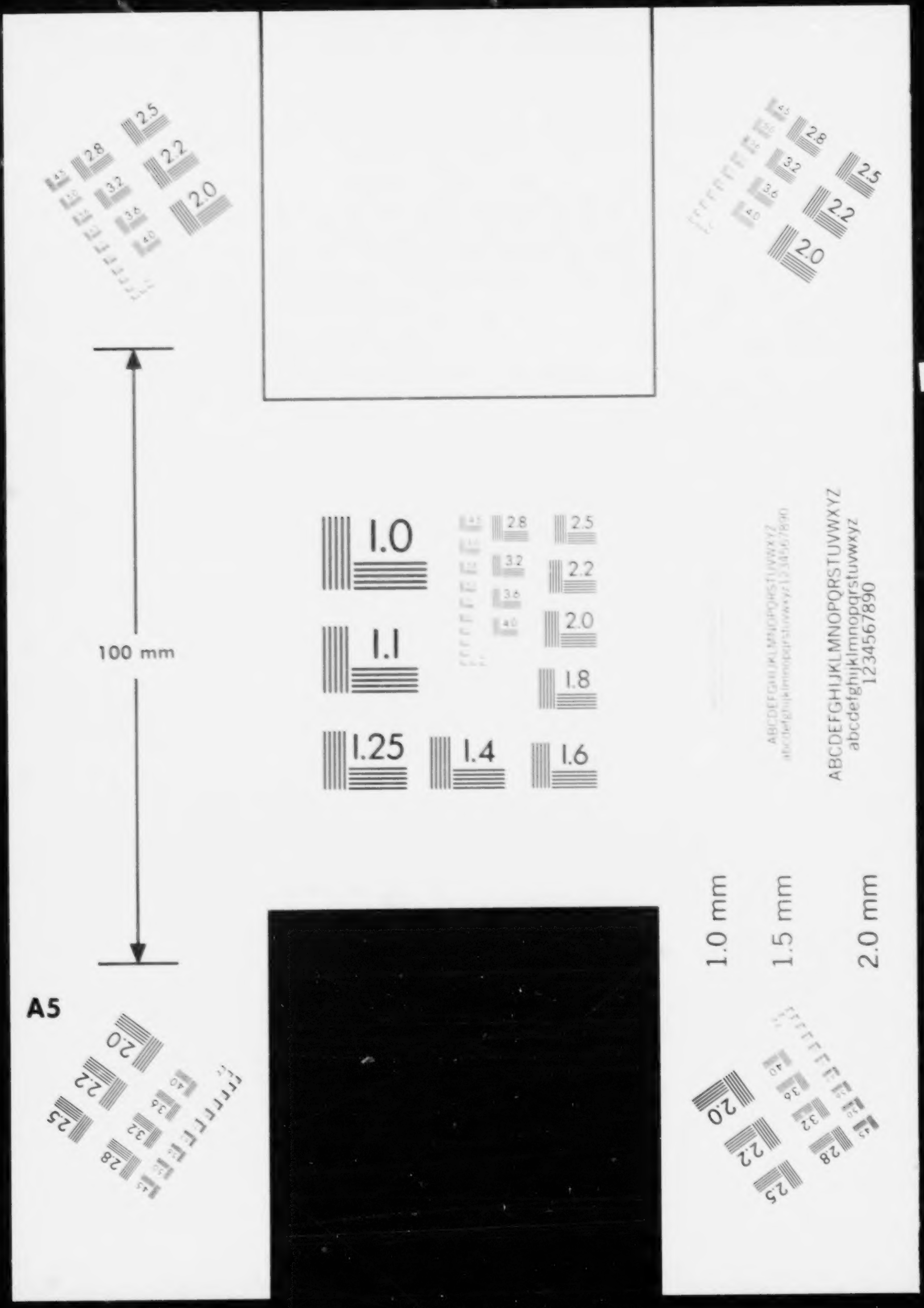
rehabilitation / independent living / community integration / employment / barriers

The author proposes a strategy for rehabilitating America's disabled. In his book, Bowe examines four of our society's most perplexing and paradoxical problems - ever-rising inflation, persistent poverty, increasingly burdensome government, and growing longevity of our people. He finds that the one common thread among these problems is the problem of disability. Dependency among these people has become a major cause of inflation, a central factor in poverty, one of the largest contributors to the annual increases in federal spending, and an important reason the "graying of America" has emerged as one of our most difficult social problems. Bowe makes the argument that it is far more expensive to continue handicapping America than it would be to begin rehabilitating America.

388.
Lassiter, Robert A.; Lassiter, Martha Hughes; Hardy, Richard E.; Underwood, J. William; & Cull, John G. (Eds.) (1983).

Vocational evaluation, work adjustment, and independent living for severely disabled people. Springfield, IL: Charles C. Thomas, Publisher.

vocational evaluation / independent living / vocational adjustment / vocational rehabilitation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This book provides an awareness of similar linkages, common principles and procedures, problems and difficulties which exist in vocational evaluation, work adjustment, and independent living. The knowledge of these inter-connections may help the nonprofit facility, the state-federal public program, or the newly emerging vocational evaluators in private practice to develop more realistic and responsible services to people who are not only severely disabled, but who are severely handicapped about work and other areas of life.

389.
Wehman, Paul; & McLaughlin, Phillip J. (1980).

Vocational curriculum for developmentally disabled persons. Baltimore: MD: University Park Press.

curriculum / vocational evaluation / job placement / sheltered workshops / competitive employment

This book has two major purposes. The primary objective is to provide a vocational curriculum for teachers in special education and vocational education, practitioners in adult activity centers, and supervisors in sheltered workshop facilities. The curriculum provides a cross-section of task-analyzed vocational skills and teaching procedures that have been systematically field tested with a population of moderately and severely developmentally disabled students in a public school program. The second purpose of this text is to present information on three important areas in vocational habilitation of developmentally disabled individuals. These include: 1) sheltered workshop training techniques, including illustrative case studies; 2) competitive employment placement, training, and advocacy techniques, including illustrative case studies; and 3) traditional and alternative methods of vocational evaluation.

390.
U. S. Commission on Civil Rights (1983).

Accommodating the spectrum of individual abilities (Clearinghouse Publication 81). Washington: Author.

affirmative action / accommodation / barriers / legal rights / federal legislation

In 1978 the United States Congress added "discrimination on the basis of handicap" to the jurisdiction of the U. S. Commission on Civil Rights. This document builds upon a 2-day consultation the Commission held in May 1980 on "Civil Rights Issues of Handicapped Americans," at which the Commission heard from nationally recognized experts. This monograph focuses on the issue of reasonable accommodation because of its central importance to handicap discrimination law. Part I of the monograph provides basic information about handicapped people, the barriers they face, and their legal rights. Part II suggests ways to resolve legal issues concerning handicap anti-discrimination requirements.

391.
Close, Daniel W.; & Halpern, Andrew S. (1986).

Transitions to supported living. Manuscript submitted for publication. (Comp. No. 84.078B - OSERS File No. 92)

supported living / community integration / transition / model programs

In this chapter, the concepts and issues related to semi-independent living for persons with developmental disabilities are discussed. First, a case example is presented which describes the utilization of a SILP for assisting in the community adjustment process. The concept of "supported living" which refers to ongoing support in unsupervised living settings is then introduced. Next, a series of strategies for promoting the transition from supervised group care living to unsupervised semi-independent living is provided. Finally, policy and research recommendations are offered.

392.
McCleary, Richard; & Hay, Richard A., Jr. (1980).

Applied time series analysis for the social sciences. Beverly Hills, CA: SAGE Publications.

time-series analysis / prediction theory

The orientation of this volume was determined by two concerns: statistical knowledge or understanding and practical application. In each chapter, the authors first develop the statistical properties of the time series models and then apply the time series models to several time series which are typical of those encountered in the social sciences. Each of these example series has been selected to illustrate a variety of characteristics. The volume is divided into six chapters, each covering a distinct topic in time series analysis and each building on material developed in preceding chapters: 1) statistical models for time series analysis; 2) univariate ARIMA models; 3) ARIMA impact assessment; 4) univariate ARIMA forecasts; 5) multivariate ARIMA models; and 6) nonlinear estimation.

393.
Miles, Matthew B.; & Huberman, A. Michael (1984).

Qualitative data analysis: A sourcebook of new methods. Beverly Hills, CA: SAGE Publications.

data analysis / educational research

This book was written to address a critical need faced by researchers in all fields of the human sciences: How can one draw valid meaning from qualitative data? What methods of analysis can one employ that are practical, communicable, and non-self-deluding - in short, "scientific" in the best sense of that work?

This is a practical sourcebook for all researchers who make use of qualitative data. Strong emphasis is placed on new types of data displays, including graphs, charts, matrices, and networks, that go beyond the limitations of ordinary narrative text. The book is aimed at professional researchers in all fields whose work calls for qualitative data analysis, but it will also be useful for students who are learning fieldwork and qualitative analysis methods, and for staff specialists and managers who rely on qualitative information as part of their work.

394.
Wolfensberger, Wolf (1983).

Guidelines for evaluations during a PASS, PASSING, or similar assessment of human service quality. Downsview, Ontario, Canada: National Institute on Mental Retardation.

human services / normalization / evaluation

This booklet is one of several volumes that make up, or are related to, certain instruments designed to assess the quality of a human service, and to teach adaptive service practices. Primarily, it is intended to be used with the instruments that are called PASS and PASSING. However, parts of these guidelines would also be useful in the evaluation of human services by means of other assessment tools. Both PASS and PASSING are tools for the objective and quantitative measurement of the quality of a wide range of human service programs, agencies, and even entire systems. They are both designed to be applied to just about any type of human service (educational, vocational, residential, medical/health, counseling, advocacy, rehabilitation, transportation, correctional, etc.) to just about any client population.

395.
Wolfensberger, Wolf; & Thomas, Susan (1983).

PASSING - Program analysis of service system's implementation of normalization goals: Normalization criteria & ratings manual (2nd ed.). Downsview, Ontario, Canada: National Institute on Mental Retardation.

human services / normalization / evaluation

This book is one of several volumes that make up, or are related to, an instrument for assessing the quality of a human service, and for teaching adaptive service practices. The instrument is called PASSING, which stands for Program Analysis of Service Systems' Implementation of Normalization Goals. It is distinct from, but partially inspired by, the PASS method of evaluation. PASSING has two major purposes: to assess the normalization quality of any human service; and to teach the principle of normalization. The PASSING Manual contains all the material that a trained evaluator would need in order to assess the quality of a service in relation to the criteria of the normalization principle, and/or that a student of normalization would need in order to study normalization via the service evaluation approach even if the person did not want to (learn to) assess a specific service. The PASSING Manual can also be used as a major tool for teaching/learning about the principle of normalization, even where evaluation of service quality is not desired or intended.

396.
DuRand, Lance; & DuRand, John (1979).

The affirmative industry. St. Paul, MN: Minnesota Diversified Industries.

employment / vocational rehabilitation / business and industry / model programs

This manual outlines the primary principles upon which Minnesota Diversified Industries, and the affirmative industry concept, are grounded. The concept of the "affirmative industry", as used in the context of this manual, applies to the Industrial Development Model as developed by Minnesota Diversified Industries (MDI), formerly the Occupational Training Center, St. Paul, Minnesota. The model as developed by MDI is a corporate (non-profit) entity which provides employment opportunities for adults and young adults who have handicapping conditions which prevent them from competing successfully in the open job market. The major sections of this manual are: 1) philosophy, 2) management, 3) operations, 4) sales and marketing, 5) finance, and 6) summary/appendices/bibliography.

397.
Dybwad, Gunnar; & Dybwad, Rosemary (1982).

[1] Severe mental retardation.
[2] Choosing a career in mental retardation and related human services (rev. ed.). Downsview, Ontario, Canada: National Institute on Mental Retardation.

community integration / employment / Canada

These two booklets discuss topics in mental retardation. The first treats the subject of community integration - all aspects - for the severely mentally retarded. The second discusses career options in the field of mental retardation and related human services.

398.
Will, Madeleine (1983).

OSERS programming for the transition of youth with disabilities: Bridges from school to working life. Washington, DC: Office of Special Education and Rehabilitative Services. (ERIC Document Reproduction Service No. ED 256 132)

transition / model programs / OSERS

This document describes the concepts and policies guiding the Office of Special Education and Rehabilitative Services (OSERS) in programming for services in the school to work transition. Underlying assumptions address the complexity of post-school services, the focus on all students with disabilities, and the goal of employment as an important outcome of education. A conceptual framework of transition views three bridges from school to work: transition without special services, transition with time-limited services (such as vocational rehabilitation and postsecondary vocational education), and ongoing services that allow disabled persons to take advantage of work opportunities. Additional model components center on the high school and employment foundations. OSERS initiatives related to each component are noted along with several broader research and evaluation issues, such as the need for careful descriptions of current transition experiences.

399.
Funk, Robert (1984).

Challenges of emerging leadership: Community based independent living programs and the disability rights movement. Washington, DC: Institute for Educational Leadership. (Sponsoring Agency: C. S. Mott Foundation, Flint, Michigan.) (ERIC Document Reproduction Service No. ED 245 423) advocacy / independent living / model programs / community integration / civil rights

The report is based on a 1982 conference on the status of independent living programs, community based programs run by disabled persons to provide advocacy and support services to the disabled community. The philosophy of independent living is reviewed and its attributes of community responsiveness, provision of support services and advocacy, and leadership of disabled persons in program design and management are considered. The origins of the independent living/disability rights movement is traced from the 1960's up to current policy conflicts over the federalization of independent living under the rehabilitation system. Crises facing the independent living movement are examined, dealing with funding and development, leadership development and direction, organizational development and management, service delivery and community needs, and public relations, education, and community support. A final chapter offers recommendations for addressing five major needs: support and technical assistance in operations and management, development of strategies for networking and communications, leadership development and training, research and policy development in independent living, and long-term planning.

400.
Massachusetts Department of Education, Division of Special Education. (1982).

The "After 22" Survey. (Survey Report #1: Statewide Survey). Quincy, MA: Author.

Massachusetts / follow-up studies / demographics

This report discusses the results of the "After 22" Survey, a Massachusetts statewide survey of special needs students (N=3625), aged 15 though 22 years, who are likely to have continuing need for services and/or program provisions from one or more human service agencies after age 22 years. The data indicate the following:

1. approximately 445 students will need services of some type each year;
2. 66% of the total are likely to need group living or very specialized living situations;
3. 90% will be in need of some level of social services assistance throughout life;
4. shorter term "after-22 needs" were:
   (a) 78% will need assistance in accessing and/or developing very specialized work or day activities;
   (b) 83% will need training in independent and/or group living in community based settings.

401.
Guttentag, Marcia; & Struening, Elmer L. (Eds.) (1975).

Handbook of evaluation research (Vol. 2). Beverly Hills, CA: SAGE Publications.

evaluation research / program evaluation

In recognition of the importance of the context and content of programs, this second volume of the Handbook focuses on evaluation in context. Several content areas, their special problems, and the evaluation methodologies applicable to them are presented and discussed. This volume emphasizes evaluation in mental health programs, and has presented several chapters which illustrate evaluation methods in other important content areas.

402.
Cook, Thomas D.; & Reichardt, Charles S. (Eds.) (1979).

Qualitative and quantitative methods in evaluation research. Beverly Hills, CA: SAGE Publications.

evaluation research / qualitative methodology / quantitative methodology

This book is one in a series which presents notable, previously unpublished writing on topics of current interest to the evaluation community.

403.
Rutman, Leonard (1980).

Planning useful evaluations: Evaluability assessment. Beverly Hills, CA: SAGE Publications.

program evaluation / evaluability assessment

This book aims to provide direction for planning more useful evaluations. The evaluability assessment procedure is advanced as a means of ensuring more judicious use of scarce funds and manpower resources for program evaluation. The author believes that this type of pre-evaluation analysis can help ensure relevant and technically feasible evaluations that would meet the purposes for which studies have been launched.

404.
Smith, Christopher; & Fry, Ronald (Eds.) (1985).

National forum on issues in vocational assessment: The issues papers. (Papers presented at the National Forum on Issues in Vocational Assessment, Sept. 20-22, 1984, Atlanta, GA.) Menomonie, WI: University of Wisconsin-Stout, School of Education and Human Services, Stout Vocational Rehabilitation Institute, Materials Development Center.

vocational evaluation / vocational education / vocational rehabilitation / public schools / Social Security benefits

This first National Forum on Issues in Vocational Assessment provided the setting for an exchange of ideas from professionals involved in the practice of vocational evaluation from a variety of settings. The importance of interchange across disciplines is emphasized along with the continuation of such national information exchange opportunities.

405.
Guba, Egon G.; & Lincoln, Yvonna S. (1985).

Effective evaluation: Improving the usefulness of evaluation results through responsive and naturalistic approaches. San Francisco, CA: Jossey-Bass Publishers.

responsive evaluation / naturalistic methodology / program evaluation

This book describes a new approach to evaluation that combines responsive evaluations (where assessments are keyed directly to the concerns of those with a stake in the results) and naturalistic methodologies (which grow out of the situation at hand rather than follow a predetermined design). The authors tell how to limit and focus an inquiry and how to ensure validity, reliability, and objectivity of findings. They describe the interviewing, observation, and communication skills required to produce an effective evaluation, and they detail proven methods of document analysis and unobtrusive measurement. They lead the reader through the actual steps of performing a naturalistic responsive evaluation - from starting and getting established to identifying key audiences and eliciting their concerns, gathering relevant information, reporting results, and making persuasive recommendations.

406.
Yin, Robert K. (1984).

Case study research: Design and methods. Beverly Hills, CA: SAGE Publications.

case studies

The object of this book is to guide in the rigorous method of case study research. The book claims to be distinctive in that case study designs and analysis are given more attention than the traditional topic of case study data collection.

407.
Connis, R. T.; Sowers, J.; Thompson, L. E.; & Rusch, Frank R. (1977).

Training retarded adults for competitive employment. Forum for Behavior Technology, 2, 6-8.

competitive employment / vocational training / behavioral assessment / normalization / Food Service Training Program

The Food Service Vocational Training Program is one example of the growing number of community treatment projects involving integration of the handicapped into society. This concept of "normalization" is still quite new, but the move to de-institutionalize suggests that normalization is being realized and accepted. However, the mentally retarded need more than financial support and social advocacy. They need to learn the various skills necessary to acquire and maintain employment and to solve everyday problems independently.

408.
Rusch, Frank R.; Connis, R. T.; & Sowers, J. (1978).

The modification and maintenance of time spent attending using social reinforcement, token reinforcement and response cost in an applied restaurant setting. Journal of Special Education Technology, 2, 18-26.

productivity / vocational training / token economy / behavioral training strategies

The purpose of this investigation was to evaluate a series of program variables used to modify the time a subject spent attending in an experimental restaurant setting. Selective behaviors of a mildly retarded, female young adult were evaluated, based on combinations of three treatment variables in modifying the time spent attending to task. Further, the addition of an intermittent schedule of cost contingency, delayed token exchange, delayed performance feedback, and a final weekly pay check were evaluated and resulting levels of response maintenance were investigated. Combinations of social reinforcement, tokens and response cost were found less effective in increasing percent of time spent attending to task than were simultaneous application of all treatment variables. Relationships were established between maintenance of appropriate attending behavior and the selective withdrawal of both token reinforcement and cost contingency. Data collected suggested that an intermittent schedule of response cost, weekly token exchanges, minimal feedback on performance earning and weekly checks, in that order, were effective in maintaining response gains. Follow-up measures indicated that treatment gains were maintained after all contingencies were removed. Limitations of the present investigation and future areas of research were outlined.

409.
Schutz, Richard P.; Rusch, Frank R.; & Lamson, Deborah S. (1979).

Eliminating unacceptable behavior: Evaluation of an employer's procedure to eliminate unacceptable behavior on the job. Community Services Forum, 1, 5-6.

behavioral assessment / employment / employer attitudes

The application of a warning and one day suspension from the work site was successfully employed in reducing three potential employee's verbal abuse toward trainers, co-workers and supervisors in an employment training site. This study exemplifies the effects of those procedures used by employers when behavior is judged unacceptable on the job. It is important that individuals enrolled in vocational training programs respond, while in training, to the contingencies most likely to be found in the ultimate placement setting.

410.
Rusch, Frank R. (1979).

Toward validation of social/vocational survival skills. Mental Retardation, 17, 143-145.

vocational training / social skills / competitive employment

As the emphasis upon developing vocational employment training programs for more mentally retarded adults continues to grow, the need to identify skills, separate from performing one's specific job tasks, becomes crucial. This paper suggests there are social/vocational behaviors that when acquired, may contribute to long-term maintenance of employment. Social/vocational survival skills are discussed as well as the efforts researchers should make to identify them.

411.
Rusch, Frank R. (1979).

A functional analysis of the relationship between attending and producing in a vocational training program. The Journal of Special Education, 13(4), 399-410.

productivity / vocational training / behavioral training strategies

This study evaluated the relationship between attending to task and speed of task completion in a vocational training program. Results showed that subjects who spent more time completing tasks also spent an appreciable percentage of their time attending to task, by comparison with baseline measures. It was suggested that reinforcing facilitative responses may reduce observed variablility in responding associated with speed of task completion.

412.
Rusch, Frank R.; & Schutz, Richard P. (1979).

Non-sheltered competitive employment of the mentally retarded adult: Research or reality? Journal of Contemporary Business, 8(4), 85-98.

community integration / vocational training / employment / model programs / business and industry

Four major areas related to incorporating mentally retarded adults into non-sheltered competitive employment settings were reviewed. Following a brief overview of the mentally retarded adult as an individual striving to acquire competencies, a section was devoted to selected research efforts in both sheltered and non-sheltered settings. Two programs set up to train persons for employment were also reviewed. The research and model service programs presented show that mentally retarded adults are capable of becoming contributing members of society.

413.
Sowers, Jo-Ann; Rusch, Frank R.; & Hudson, Chris (1979).

Training a severely retarded young adult to ride the city bus to and from work. AAESPH Review, 4(1), 15-23.

independent living / competitive employment / community integration / social skills

In order for severely retarded adults to move from sheltered employment to competitive employment, they must be trained to perform sophisticated survival skills. One of these is independent bus riding. Modeling, verbal instructions, and feedback were utilized successfully to train a severely retarded adult to independently and safely ride a bus to and from work. The long-term time, financial, and social advantages are significant.

414.
Sowers, Jo-Ann; Rusch, Frank R.; Connis, R. T.; & Cummings, Linda E. (1980).

Teaching mentally retarded adults to time-manage in a vocational setting. Journal of Applied Behavior Analysis, 13, 119-128.

time management / vocational training

In this study, results indicated that the package consisting of pre-instruction, instructional feedback, and picture cues was effective in producing independent time management responding. When the first two components were withdrawn, two trainees maintained high levels of correct responding. Correct responding decreased for one trainee when pre-instruction was withdrawn. Reintroduction and subsequent withdrawal of the components resulted in maintenance by this trainee. Little improvement in time-telling ability resulted.

415.
Rusch, Frank R.; Weithers, Julie A.; Menchetti, Bruce M.; & Schutz, Richard P. (1980).

Social validation of a program to reduce topic repetition in a nonsheltered setting. Education and Training of the Mentally Retarded, 15, 208-215.

co-worker involvement / competitive employment / social skills

This study involved co-worker feedback to mentally handicapped food service workers when they repeated a topic. Results indicated that the Experimenter/Observer and the Co-worker plus Experimenter/Observer phases were most effective in reducing topical repeats to co-workers. When the co-workers were left alone to provide feedback they, in fact, did not do so. Of particular interest was the finding that ratings by co-workers indicated they believed the handicapped worker was not reducing the number of repeats--a finding contrary to the direct measure. Explanations for this discrepancy as well as areas of future research are presented.

416.
Rusch, Frank R.; & Schutz, Richard P. (1981).

Vocational and social work behavior: An evaluative review. In J. L. Matson and J. R. McCartney (Eds.), Handbook of behavior modification with the mentally retarded, (pp. 247-280). New York: Plenum Press.

normalization / community integration / social skills / vocational training / vocational adjustment

This chapter introduces the concept of survival skills as applied to vocational skills and social skills and includes discussion of such areas as discrimination learning, attention, production, and social interaction. This chapter also examines past efforts aimed at maintaining and generalizing work behavior, and concludes with a statement of the overall consumability of the work behavior research in relation to its internal and external validity.

417.
Schutz, Richard P.; Jostes, Kimberly F.; Rusch, Frank R.; & Lamson, Deborah S. (1980).

Acquisition transfer and social validation of two vocational skills in a competitive employment setting. Education and Training of the Mentally Retarded, 15, 306-311.

competitive employment / vocational training / community integration / social skills

This paper describes the use of contingent pre-instruction in the acquisition training of two vocational tasks with two mentally retarded individuals. The study included maintenance and generalization probes and incorporated social validation of training results by potential consumers. The results of this study were evaluated in a multiple baseline design. Results were discussed in terms of the efficacy of contingent pre-instruction, the importance of addressing maintenance generalization of acquired skills, and the social validation of results obtained during the training effort.

418.
Rusch, Frank R.; & Menchetti, Bruce M. (1981).

Increasing compliant work behaviors in a non-sheltered work setting. Mental Retardation, 19(3), 107-111.

competitive employment / vocational training / co-worker involvement / social skills

The training of one competitively employed person to comply with fellow co-workers in a non-sheltered work setting is attempted. A multiple-baseline design across different groups of co-workers is employed to evaluate the effectiveness of practice plus warnings in producing compliant responses. Results indicate practice and warnings are successful to drastically increasing positive compliant responding. Sending the person home, once, also results in generalized compliance to a third, untreated group of fellow co-workers. Future areas of research are indicated.

419.
Menchetti, Bruce M.; Rusch, Frank R.; & Lamson, Deborah S. (1981).

Social validation of behavioral training techniques: Assessing the normalizing qualities of competitive employment training procedures. TASH Journal, 6, 6-15.

vocational training / competitive employment / employer involvement

Employers constitute a valuable group of service consumers in competitive employment settings. This report presents data from a validation survey distributed to college and university food service employers representing nine states. The survey respondents were provided with a behavioral description of either a handicapped or nonhandicapped worker and asked to state their acceptance of select training procedures. A total of 68 survey items were grouped in seven procedural categories for the purpose of data analyses. Results indicated employers differentially accepted the use of some training procedures based upon worker description. Further, employers indicated certain procedures could not be used under any circumstances. These and other results are examined, and implications for service delivery are discussed.

420.
Decoteau, J. Patrick; Leach, Lynda G.; & Harmon, Adrienne S. (1986).

Handbook for Project Directors Champaign, IL: Secondary Transition Intervention Effectiveness Institute. (Funded through Office of Special Education Program, OSERS, U. S. Dept. of Education, contract #300-85-0160)

transition models / OSERS

This handbook is a compilation of abstracts of OSERS funded projects. Organization is by competition number. Abstracts include purpose, technical methods, and anticipated outcomes of each project. Other pertinent information is provided.

421.
Chadsey-Rusch, Janis (1985).

The project directors' annual meeting. Champaign, IL: Secondary Transition Intervention Effectiveness Institute, (funded through Office of Special Education Programs, OSERS, U. S. Dept. of Education, Contract #300-85-0160).

transition / model programs / evaluation

The purpose of this meeting was to 1) provide an overview of the Institute's programs, 2) discuss how participants could be involved in the Institute's programs, and 3) develop a format for networking the results of federally funded projects to other persons concerned with the transition from school to work for youth with handicaps. This document provides a summary of the proceedings from the meeting.

422.
Schneider, Ken; Rusch, Frank R.; Henderson, Robert A.; & Geske, Terry G. (1981).

Competitive employment for mentally retarded persons: Costs versus benefits. In William Halloran (Ed.), Funding and cost analysis (Policy Paper Series: Doc. 8), (pp. 63-82). Champaign, IL: Leadership Training Institute, Vocational and Special Eduction, University of Illinois

cost-effectiveness / competitive employment / community integration

The results of this investigation suggest that by the eighth year, this particular training program is cost-beneficial for mentally retarded adults, as opposed to placement in a sheltered workshop. It is important that the results in this study be considered applicable to similar settings. If integration of mentally retarded adults into the community is to be supported, projects with evidence to support the data found in this project are needed. It will be through the opportunities provided in projects such as these that mentally retarded individuals will truly become contributing participants of society.

423.
Schutz, Richard P.; & Rusch, Frank R. (1982).

Competitive employment: Toward employment integration for mentally retarded persons. In K. L. Lynch, W. E. Kiernan, & J. A. Stark (Eds.), Prevocational and vocational education for special needs youth, (pp. 133-159). Baltimore, MD: Paul H. Brookes Publishers.

competitive employment / community integration / social skills / vocational training / vocational rehabilitation

This chapter addresses the problem of stagnation within the continuum of (re)habilitation services, by focusing upon the preparation of mentally retarded persons for entry into advanced placements within the competitive labor market. Successful integration into competitive employment positions requires that each individual acquire community-relevant vocational and social survival skills. Accordingly, this chapter begins with a description of the mentally retarded adult, followed by a brief review of vocational (re)habilitation research regarding the productivity of mentally retarded persons. A community-oriented, behavioral approach to vocational training is then described, along with representative applications of this approach to nonsheltered, community service delivery.

424.
Rusch, Frank R.; Schutz, Richard P.; & Agran, Martin (1982).

Validating entry-level survival skills for service occupations: Implications for curriculum development. Journal of the Association for the Severely Handicapped, 8, 32-41.

competitive employment / social validation / prevocational skills / employer involvement / curriculum

Past research has suggested skills critical for entry into sheltered employment. To date, no research suggests the skills one might include in a prevocational curriculum for severely handicapped persons wishing employment in nonsheltered settings. Thus the present study sought to determine potential employers' expectations for entry into competitive employment by utilizing social validation methodology. Results of this study are discussed with implications for longitudinal curriculum development.

425.
Rusch, Frank R. (1983).

Competitive vocational training. In M. Snell (Ed.), Systematic instruction of the moderately and severely handicapped (2nd ed.), (pp. 503-522). Columbus, OH: Charles E. Merrill Publishing Co.

vocational training / competitive employment / model programs

This chapter presents the "survey-train-place-train" model and discusses how to identify job requisites for competitive employment in service and light industrial occupations, develop longitudinal curricula, establish community-based vocational training stations, identify placement options, and provide long-term, follow-up services.

426.
Rusch, Frank R.; Schutz, Richard P.; & Heal, Laird W. (1983).

Vocational training and placement. In J. L. Matson & J. A. Mulick (Eds.), Handbook of mental retardation, (pp. 455-466). New York: Pergamon Press.

vocational training / job placement / research synthesis

This chapter reviews research over the past 25 years. Following this overview is a review of an ecological perspective that should continue to influence diverse areas of mental retardation research and, in particular, work behavior research. This chapter also introduces a more recent overview of the research that has been conducted in sheltered workshop settings and in competitive employment settings. Finally, a discussion of current and future trends in the area of response maintenance and generalization is offered.

427.
Menchetti, Bruce M.; Rusch, Frank R.; & Owens, D. M. (1983).

Vocational training. In J. L. Matson & S. E. Breuning (Eds.), Assessing the mentally retarded, (pp. 247-284). New York: Grune & Stratton.

vocational training / community integration / vocational evaluation / social skills

This chapter suggests that the survival skill approach in combination with the process assessment approach to vocational assessment will yield information that has the greatest potential for best serving mentally retarded individual's preparation for employment.

428.
Rusch, Frank R. (1983).

Evaluating the degree of concordance between employers' evaluations of work behavior. Applied Research in Mental Retardation, 4, 95-102.

employer involvement / behavioral assessment / productivity

This study investigated employers' evaluations of work performed by six mentally retarded adults in a restaurant setting. The results suggested two important points. First, employers, when provided repeated observations of worker performance, rate employees fairly consistently along the production dimension. Secondly, these same employers did not agree with themselves when provided double filmings of the same person working. Potential explanations for these findings and future areas of research are discussed. Finally, degree of concordance between trained observers and these same employers was estimated.

429.
White, David M.; & Rusch, Frank R. (1983).

Social validation in competitive employment: Evaluating work performance. Applied Research in Mental Retardation, 4, 343-354.

social validation / competitive employment / vocational evaluation / employer attitudes

Social validation is a methodology utilized to evaluate the social acceptability of treatment goals, procedures, and results of applied interventions. This methodology lends itself well to assessing the work performance of mentally retarded individuals in nonsheltered employment settings. In this investigation, work evaluations provided by managers, shift supervisors, nonhandicapped co-workers, and mentally retarded workers were analyzed. Results indicated significant differences across rater groups with regard to worker evaluation. Implications of these findings to the issues of concordance and consumer validation are discussed.

430.
Rusch, Frank R.; & Mithaug, Dennis E. (1985).

Competitive employment education: A systems-analytic approach to transitional programming for the student with severe handicaps. In K. Charlie Lakin & R. H. Bruininks (Eds.), Strategies for achieving community integration of developmentally disabled citizens, (pp. 177-192). Baltimore, MD: Paul H. Brookes Publishing Co.

behavioral assessment / vocational training / curriculum

This chapter introduces two aspects of the social systems perspective: 1) implications of a systems-analytic approach for special education and 2) implications of a systems-analytic approach for competitive employment education. The first part of the chapter addresses current and future roles, role performances, and role expectations for handicapped youth to which special education must respond. In addition, it examines these roles, performances, and expectations as they change throughout the students' life span. Finally, four levels of a systems-analytic approach are introduced. The second part of the chapter expands upon the first by introducing implications for curricula, research, and service.

431.
Rusch, Frank R.; Morgan, Tamara K.; Martin, James E.; Riva, Maria; & Agran, Martin (1985).

Competitive employment: Teaching mentally retarded employees self-instructional strategies. Applied Research in Mental Retardation, 6, 389-407.

competitive employment / vocational training / social skills

The purpose of this study was to teach two mentally retarded employees to perform tasks associated with their jobs. Typically, they served meals during lunch and dinner hours; however, they failed to wipe counters, and check and restock supplies. A self-instructional package, similar to the package introduced by Bornstein and Quevillon was incorporated to improve their performance in these areas. A multiple-baseline design was utilized in which training was sequentially introduced across subjects. The subjects were taught to 1) ask questions about which tasks needed to be completed, 2) answer their questions, and 3) guide their performance in the task by self-instructing. The results of the intervention indicated that both subjects spent more time working and met or exceeded nonprobationary, nonhandicapped coworkers' production standards. The results of this study are compared with those reported by others. Future areas of research are indicated.

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84.023D Handicapped Children's Model Programs: Youth Employment Projects

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